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ABSTRACT

This elementary curriculum handbook's basic premise is that the responsibility for curriculum determination is fundamentally the responsibility of the local school district. The contents are intended to assist local district personnel working on the social studies curriculum of the elementary school with suggestions, guidelines, resources, and recommendations for curriculum revisions. The main body of the handbook contains: 1) Suggested Guidelines for Curriculum Planning at the Local Level; 2) The Problem of Scope and Sequence in Social Studies; 3) Planning for Social Studies Instruction in the Classroom; 4) Experimental Programs and Projects; and, 5) Evaluation of a new Social Studies Curriculum. The appendix provides articles for elementary curriculum writers in the areas of sample curricula, social studies skills, classroom arrangement, instructional materials selection, and professional elementary social studies readings. (Author/AWW)

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## a guide for curriculum revision

State of Iowa Department of Public Instruction

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ED 052 113

# Social Studies K-6

## a guide for curriculum revision

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# Foreword

The events of today call for a new emphasis on social studies in our schools. Social studies, as a discipline, has grown to include many facets of society – all of which are important. It is a discipline that, properly handled, enriches the experiences of each child as he moves through school. It is also a discipline that provides opportunities to help each child understand the values of a democracy and ways of contributing to it.

*Social Studies K-6* has been prepared with both the teacher and the pupil in mind. Its several divisions are built around the most frequently indicated needs of staff members and children of the elementary schools.

Many hours and much energy have been directed toward the preparation of this publication that hopefully will be a source of information for those who seek assistance in improving the social studies program.

**Paul F. Johnston**

State Superintendent of Public Instruction

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# Introduction

- **Why Change in the Social Studies?**
  - **Who Is Responsible for Change?**
    - **Where Do We Stand?**

A person in the United States who picks up his morning paper, turns on the radio or television, or reads the current issue of popular magazines, is confronted by an array of problems, events, happenings, and demands for decisions unparalleled in the history of the world.

He is surrounded by rapidly-moving happenings in the Cold War which exists throughout the world. He is confronted by shifts and slides in the economy of his nation. He is faced with the reality of discontent among groups of people in his own country with whom he must co-exist. Basically, these are problems in the social sciences, and the interested and active citizen must interpret them with whatever fund of knowledge he has acquired through his years of education and experience.

The social sciences touch each person in our nation today. For some, particularly those engaged in an occupation which involves direct work with organized groups of people, the social sciences, in the formal sense, assume great importance. For others, with less contact with organized groups, knowledge of how people can and have organized themselves for a better way of living is of less importance. But for *all* persons in the modern world, there is the common need for rudimentary knowledge of the social sciences.

Where does knowledge about important, perhaps imperative, events come from? Much of it comes directly from personal contact with other people – in daily conversation at the office, over lunch, or on the way home from work. But knowledge does not start in such places. Its foundation lies in formal instruction given in the formative years of schooling.

No individual is self-generating to the point of being entirely self-taught in an area of knowledge as difficult to understand as the social sciences. Behind a person's grasp of the international turmoil engulfing the world today, lies his first instruction dealing with where people of different nationalities live, what they do to gain a living, and why they act as they do.

Cuba today is what it is largely because of the last 70 years of its history. Without knowledge of what events have shaped that history, no person can gain an appreciation of why the Cuban people have reacted positively to a leadership which differs so greatly from the United States conception of sound democratic leadership.

But this is only the beginning of the matter. Practically every opinion held by an individual on public matters or on personal relationships has been colored by formal instruction in school. The mind of the individual has been changed by postschool experiences. but his start on what to think and how to think most likely came for the most part during the school years.

What is the progression from initial knowledge to the point that constitutes satisfactory understanding on the part of a competent citizen? Take, as an example, the area of housing for modern America, certainly a significant social problem of the 20th Century.

As a young child, perhaps as early as second or third grade, the pupil becomes acquainted through formal instruction with types of housing around the world. He recognizes that different materials for construction are used, depending upon their accessibility, climate, and other factors. He learns to contrast housing usually found in his own land with that found far away. He may even become acquainted with the processes of building various types of homes, factories, office buildings, and other types of shelter.

In a way, he is beginning to learn in many fields of knowledge:

- Economics. What type of house is least expensive for an area, yet is adequate as a shelter?
- Geography. What effect does the climate have upon what types of buildings will be erected?
- History. How have homes and office buildings changed in the last hundred years?
- Jurisprudence. What laws have to be followed when buildings are constructed in cities today?
- Sociology. What kinds of people live in areas where there are many small dwellings crowded together or in areas where there are many large, expensive homes?

The child learner does not compartmentalize and classify these separate social science fields in his mind as the adult might. To him, they are simply new pieces of information and knowledge that go unlabeled.

From such a beginning grows an adult's understanding of the problem of housing

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nderstanding of the problem of housing in modern America and in the world. His experiences, too, begin to modify his perception of the problem of housing. He observes various housing districts, perhaps studies housing as a modern social problem later in the elementary years or in secondary school.

As the child learner grows into maturity, differing styles of architecture may impress him. The problems of slum clearance and urban renewal of our major cities become known to him through consideration given them by the news media. In his own life experience, he may personally make decisions regarding housing for his family. All of these experiences, real and vicarious, mold together to make his understanding of the problem of housing in modern life.

And, in a way, all of these experiences are tied to the child's first exposure in formal instruction given in his elementary school years. Who knows what effect a stimulating, challenging, and genuinely exciting study of a topic may have upon a child's future perspective upon that topic? It may lead to a lifelong interest or to a vocational choice.

Likewise, what happens to a child who is given a dull and colorless fare the first time he is exposed to the topic? Might the result be apathy at the very least? Might it in some cases take more active forms, leading to forthright dislike of the general area of study? Both of these are possibilities.

Which direction is more likely, we cannot be sure; but of one thing, there is little doubt – there is an effect, good or bad, that results from a child's early experience in study. It is the purpose of this handbook to make suggestions about how teachers, supervisors, and local administrators may organize themselves and the materials of social studies so that the child's school experience may lead to the development of a well-informed, mature, and contributing citizen in our modern society.

The last handbook published by the Department of Public Instruction for elementary social studies was issued in 1944, during WW II. While adequate for that time, it is now outdated for use in our schools. The attitudes needed for cooperation and survival in the world of the last three decades of the 20th Century must be taken from events of the postwar years.

The forces shaping the world are complex, so complex as to tax the educator's most careful judgment about what is most important content and knowledge for the child in his school years. As always, the schools have an obligation to keep pace with the times, and to offer the child an opportunity to learn about his world of today and what will be his world of the future.

Due to the long period of time since the last DPI handbook was published, responsibility for updating social studies instructional programs devolved to the local school districts. While there are notable exceptions, few programs have been extensively overhauled to meet the tenor of the times.

Compelling reasons lie behind this inaction at the local district level: an already overcrowded school day for teachers and administrators; lack of funds to free potential curriculum workers from teaching responsibilities; reluctance of teachers to spend time in out-of-school hours to prepare materials. It is hoped that the resources and procedures developed in this publication, while not dispelling the factors that have delayed curriculum revision in the social studies, will make such work at the local level more effective in terms of organization for planning and production.

The American public school system is unique in its decentralization of authority regarding educational matters. In delegating powers not mentioned specifically in the Constitution to the various states, the federal government chose not to have autonomy over education. Thus, theoretically at least, the state division of government has legal authority by law over the public schools.

This legal right is exercised in many facets of public school operation through the Department of Public Instruction. The reimbursement of state aid to schools, supervision of hot lunch programs, evaluation of the total school operation, and supervision to assure that certificated teachers work in classrooms stand as only a few examples of the work of a state agency in the affairs of the public schools.

Across the nation, state departments of education have come to occupy a position different today from the historical pattern developed with respect to the curriculum of the local public school. Originally highly prescriptive in nature, most state educational agencies are today finding themselves acting more in the role of consultative agencies.

Because public school systems differ from each other in their student populations, in the occupational patterns of their patrons, in the expectations that parents have for their children with respect to formal education, and in their willingness to bear the cost of educating their children, the curriculum from one system to another also differs.

The basic premise of this handbook is that the responsibility for curriculum determination is fundamentally the responsibility of the local school district. Those experts and lay people wh
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Those experts and lay people who know the local situation best are in a much better position to make judgments than are persons far removed from the local district. Again, the purpose of the current writing fits the premise: the contents are intended to assist, not prescribe for, local district personnel working on the curriculum of the elementary school.

Suggestions, guidelines, resources, and recommendations properly find their way into the book. However, ultimate determination of what actually is to be taught and how it is to be taught remains with the personnel of the local school district. In this way, the local curriculum can reflect not only the needs that are common to all children of school age but also the different needs that may attend the education of the children in a particular local school district.

- **What Are the Objectives of Social Studies?**
  - **From Where Are Objectives Drawn?**
    - **What Is Meant by an "Inquiry Approach" in Social Studies?**
      - **What Is the "Structure of the Disciplines"?**
        - **What New Content Is Appearing in Elementary Social Studies?**

Much of the confusion surrounding the social studies portion of the elementary curriculum over the past 20 years can be traced back to unclear statements about the objectives which instruction is to fulfill. The immense breadth of the subject makes the task of selecting objectives more difficult than with subjects which are rather tightly prescribed by their very definition.

If mathematics may be used as a contrasting example, one can see that determining what basic ideas are to be learned is comparatively easy, at least at the abstract level. From the beginning, this instructional area will be concerned wholly with the properties, nature, and use of numbers.

Some differences of opinion may arise about which features are to be included at a given age level. There may be disagreement about what methodology is best in bringing about new learning, but the overall province of study is clear – it will be of numbers.

The content of social studies, however, may not be so conveniently described as that of mathematics. As a result, the objectives of study in the social studies have been harder to define precisely than many other curriculum areas.

There is essential agreement among educators about the long-term goal of education in the social studies. As a committee of the National Council for the Social Studies expressed it:

> The social studies are concerned with human relationships. Their content is derived principally from the scholarly disciplines of economics, geography, history, political science, and sociology, and includes elements from other social sciences, among them anthropology, archaeology, and social psychology. The term social studies implies no particular form of curricular organization. It is applicable to curricula in which each course is derived for the most part from a single discipline as well as to curricula in which courses combine materials from several disciplines.
>
> The ultimate goal of education in the social studies is the development of desirable socio-civic and personal behavior. No society will prosper unless its members behave in ways which further its development . . . [1]

However, this definition of the subject is sufficiently broad in nature as to encompass a very wide range of teaching practices in the classroom, and it does little of a practical nature to assist a teacher in setting specific purposes.

It has been noted that the aims and objectives of social education have changed over the last several decades.[2] Such objectives as "to discipline the mind" and "to give ethical training", prominent in late 19th Century statements of objectives, have given way largely to a greater emphasis on development of critical thinking and problem-solving ability.

It may be convenient to think of the objectives of the public schools as falling into three classes:

- Overall objectives of the total school system
- Objectives of each subject area within the curriculum
- Unit objectives within each subject area

Each type of objective has a different function, but all are necessary for an adequate definition of what the school is trying to do for the learner.

The overall objectives category attempts to draw attention to the totality of the school's function, to show the wide range of tasks which the school attempts to fulfill, and to point to broad areas that are of concern in formal education.

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The broad areas included:

- Health
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Although worded differently, most sets of overall objectives show the influence of "The Cardinal Principles of Education", first published in 1918.[3]

The broad areas included:

- Health
- Command of fundamental processes
- Worthy home membership
- Vocations
- Civic functions
- Worthy use of leisure time
- Ethical character

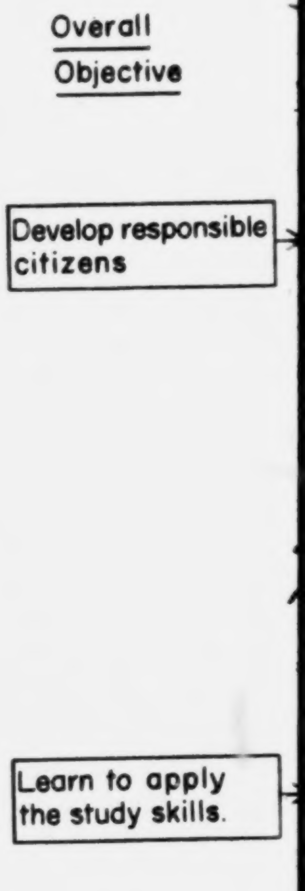
While valuable in assessing the total responsibility of the school, such objectives do little to delineate the role of the social studies portion of the curriculum. For a definition of results expected from instruction in the social studies, we must turn to sources other than the types of statements in overall objectives. Again, there is no shortage of proposed goals; nor are the boundaries of the subject particularly fixed. The list given by Preston is typical in its coverage:

> **Knowledge and Understanding**
> One of the functions of the elementary school is to transmit knowledge and understanding – to pass on to each succeeding generation important facts and ideas that have been received from past generations. Children need to know what adults have learned, and believe to be true, about society. The social studies, by transmitting knowledge and understanding of our society, promote in children some sense of continuity and stability, and provide the kind of information and techniques upon which the perpetuation of civilization is dependent . . .
>
> **Attitudes Toward Learning**
> Equally important as the acquisition of content is the acquisition of a spirit of inquiry. Intellectual curiosity and imagination play as vital a role in the child's development as does knowledge. It must be remembered that many of the ideas and the items of information which the child learns in the classroom are ephemeral. They represent the present condition of knowledge, but may not be appropriate 10 years from now . . . The shifting nature of ideas, processes, and names brings to the fore the teacher's crucial job of stimulating the more stable outcomes of teaching: broad generalizations, study habits and skills, methods of inquiry, and ***attitudes toward*** learning. The teacher is properly charged with bringing about a number of attitudes:
>
> 1. Toward the subjects and topics under study – curiosity about,

> and interest in, their subject matter
> 2. Toward questions and problems – inclination to formulate hunches or hypotheses about their possible answers and solutions
> 3. Toward the entire social studies area – desire to continue exploring it outside of the classroom
> 4. Toward hackneyed stereotypes – a desire to reject them and to make a fresh examination of phenomena and desire to form conclusions directly from raw data
>
> **Social Values and Attitudes**
> Knowledge and understanding of society are not essentially ends in themselves. Their larger importance lies in the contribution they make to the child's perspective and to his equipment for citizenship. Children, as developing citizens, require considerable guidance in interpreting what they learn about their complex world and in acquiring a scale of values on which to base their interpretations, for social sciences contain value *elements.* Social scientists, in their writings, frequently make it obvious that they assume human personality, for example, to be of worth in itself . . .
>
> **Skills**
> As the child studies society, he should learn to use the skills and tools of social studies.
>
> He should learn how to look for evidence and how to weigh it; how to compare sources, and how to check discrepancies against still other sources. He should learn the elements of scientific thinking in a spirit of free inquiry, rejecting attitudes of either unquestioning acceptance or debunking. He should learn and practice the study skills, including the reading and interpreting of sources of information – textbooks, reference books, charts, time lines, graphs, and tables. He should learn how to locate pertinent data in these and other sources . . .[4]

While there may be essential agreement that these broad areas properly constitute the province of the social studies, the task still remains of reducing the statements into a form that is specific enough to carry meaning to the teacher in defining the subject to be taught. It is at this point that unit objectives become important. They signify the ideas important enough to be taught in a particular unit. Taken collectively, these units become the program of instruction which the learner is to follow.

The process of reducing objectives from broad statements to more specific ones is shown graphically in the following examples: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Develop responsible citizens
Learn to apply the study skills.

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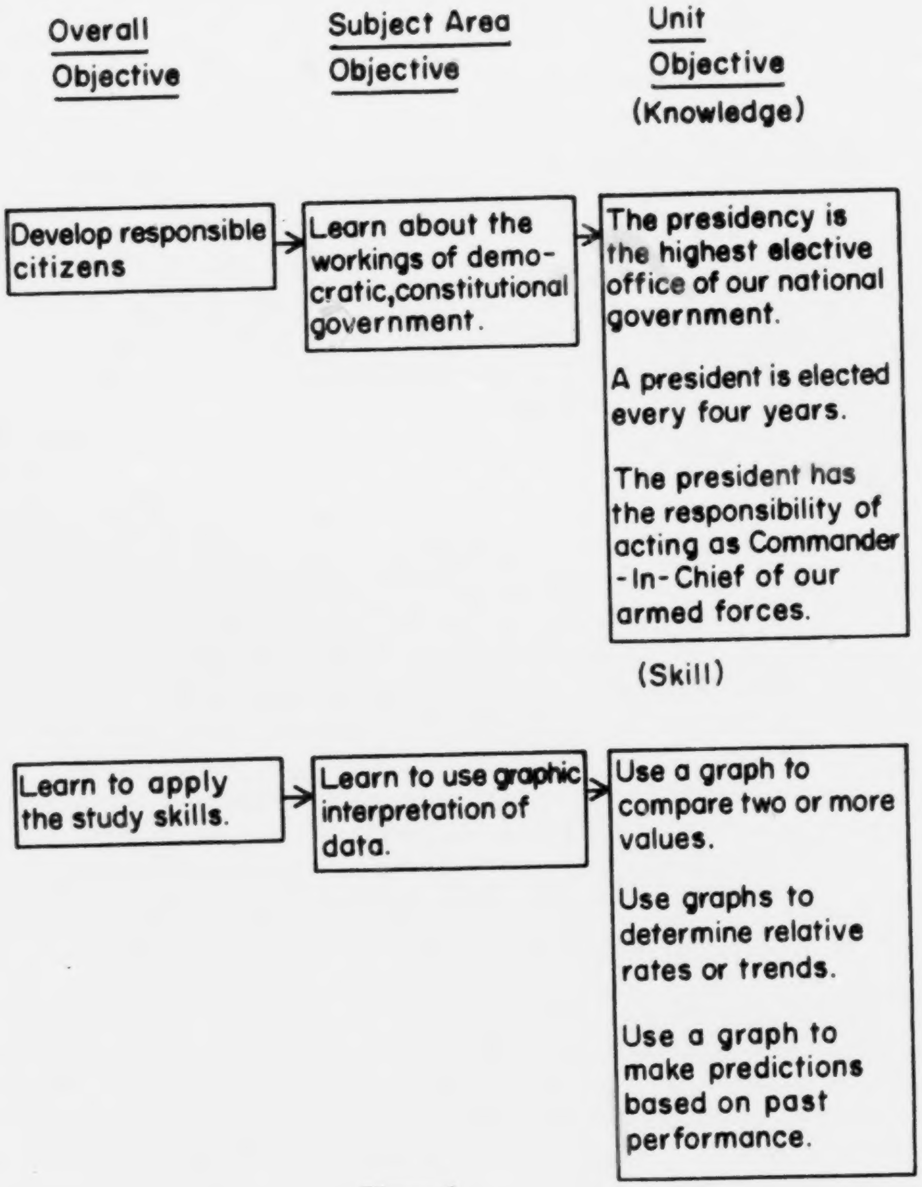
Overall Objective
Subject Area Objective
Unit Objective
(Knowledge)
Develop responsible citizens
Learn about the workings of democratic, constitutional government.
The presidency is the highest elective office of our national government.
A president is elected every four years.
The president has the responsibility of acting as Commander-In-Chief of our armed forces.
(Skill)
Learn to apply the study skills.
Learn to use graphic interpretation of data.
Use a graph to compare two or more values.
Use graphs to determine relative rates or trends.
Use a graph to make predictions based on past performance.

Figure 1

The unit objective is best stated in direct, positive form so that there can be no misunderstanding about what is to be learned. Long, flowery statements preceded by phrases such as "To learn that . . . . ; to appreciate that . . . . ; to understand that . . . . ;" will more likely confuse the user of the unit than inform. Many more examples of specific objectives and procedures for evaluating their attainment will be found in Part V of this handbook.

## The Major Objectives of the Social Studies Are Drawn From the Social Sciences

It is generally accepted that materials used in social studies instructional programs are selected from the social sciences themselves, the bodies of knowledge evolved by scholars through the ages. Naturally, because of the relative immaturity of children of elementary school age, these materials are refined and perhaps simplified before they are used, but their roots go back to the several social science fields of study. Those which can most prominently be seen as strands of social studies programs are the following:

### History

The historian attempts to chronicle man's past behavior. He attempts to recreate events that have happened and to explain the likely reasons why the events took place. Whatever the historian's major interests and specialties may be, he must work with records of some sort: official documents, diaries, essays, speeches, letters, and the like. He must evaluate the evidence that he finds, assemble it in a logical order, then present and interpret it for the reader of history.

### Geography

The geographer is interested principally in the spatial distribution and patterns of phenomena: population, landforms, climate, etc. His most specialized tool is the map. On it he can plot and explain the features in which he is interested. Recently, geographers have become much interested in urbanization as a social phenomenon and have joined with other social scientists in studying it.

### Economics

Basically the economist is engaged in studying the process of decision-making in a situation where man has unlimited wants and limited resources. He is concerned with the effect of such factors as supply and demand, government regulations, financial transactions, and consumer spending or consumer decisions. As a discipline, economics is a relative newcomer to the social sciences, but it has far-reaching effects upon all people.

### Sociology

The sociologist concerns himself with groups of people and how they behave. He is particularly interested in how they are affected by other groups.

His areas of study include such social problems as criminology, alcoholism,
juvenile delinquency, and marriag
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### Anthropology

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### Psychology

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juvenile delinquency, and marriage and family difficulties. Although sociology, too, is a rather recently-developed social science, it is a rapidly-growing discipline.

### Anthropology

Cultures of people form the substance of the anthropologist's study. Their mores and folkways are of great interest. Anthropologists may study an ancient civilization or they may focus upon a remote tribe in an obscure place. Like other social scientists, they attempt to explain how man behaves in certain social situations, and why he acts the way he does.

### Psychology

In general, psychologists investigate the human mind – how it operates and how differing conditions will change the operation. They are greatly concerned with learning theory, with motivation, with abnormalities that lead to deviant behavior, and with mass behavior. There are many special fields of interest within the whole area, fields such as clinical psychology, experimental psychology, industrial psychology, and educational psychology.

### Political Science

The key question to the political scientist is, "How does man govern himself?" The political scientist studies forms of governments, determines factors that play roles in political philosophy, and contemplates how systems of government evolve. In short, he attempts to explain how man does for himself the necessary actions for providing welfare for all.

These thumbnail sketches of the disciplines from which materials for a social studies program are drawn obviously only give the general dimensions of each area. For those teachers and curriculum workers who desire a highly readable and informative treatment of the modern role of these disciplines, *Charles E. Merrill Social Science Seminar Series* [5] is strongly recommended. Not only does the series give some degree of breadth and depth to its subjects, but it also has an application chapter for each discipline treated.

The relationship between the various social science areas and the social studies curriculum may be seen by examining the kinds of generalizations recommended by the Wyoming Department of Public Instruction.[6] Six social science fields are represented. For each, examples are given of the broad, comprehensive generalizations which are desired outcomes of teaching. No attempt has been made with respect to the grade level at which the generalizations may be attained; this is a separate educational decision.

Generalizations Incorporating Major Social Studies Concepts

| History | |
|---|---|
| *Change* is inevitable, and the rate of change is uneven among and within societies. | *Man* is a unique b<br>ways, greater simil |
| Human experience is both continuous and interrelated. (*continuity*) | Man has unique, c<br>through membersh |
| Acts and events have both causes and consequences which are never simple and often complex. (*cause and effect*) | Within these gro<br>meeting his need<br>groups. These wa |
| People tend to judge or interpret the past in the light of their own times and experience. (*nature of evidence*) | |
| Each civilization has certain significant *values and beliefs* that evolve out of the developing culture, and in turn, influence its growth and development. | Individuals learn<br>from their cultur<br>becomes inefficie<br>society it serves. |
| **Political Science** | |
| Every society creates *laws*. Penalties and *sanctions* are provided for violations of law. | The conflict betw<br>basic economic p |
| *Governments* are established by man to provide protection and services. In some governments people delegate authority; in others authority is imposed. | Man constantly<br>and unlimited wa<br>*specialization (d*<br>produce more, be |
| *Democracy* is government in which *decision making* is in the hands of the people who make their desires known through voting, political parties, and pressure groups. Democracy seeks to protect the rights of individuals and minority groups. | Specialization le<br>where buyers a<br>*money* which wi<br>and a store of val |

## Generalizations Incorporating Major Social Studies Concepts

| | **Anthropology-Sociology** |
|---|---|
| uneven among and | *Man* is a unique being, and while each individual is unique in some ways, greater similarities exist among men than dissimilarities. |
| related . (*continuity*) | Man has unique, common *needs* which are met within a *social* setting through membership in *primary* and *secondary* groups. |
| nces which are never | Within these groups man develops accepted ways and means of meeting his needs and coping with the problems of living in these groups. These ways and means are called *institutions.* |
| he light of their own | |
| *nd beliefs* that evolve luence its growth and | Individuals learn accepted ways of perceiving, thinking, and behaving from their culture and in turn can effect changes in that culture as it becomes inefficient or self-defeating in meeting the needs of the society it serves. (*acculturation, assimilation, cultural change*) |
| | **Economics** |
| *ions* are provided for | The conflict between unlimited natural and human resources is the basic economic problem. *Scarcity* still persists in the world today. |
| ovide protection and e authority; in others | Man constantly tries to narrow the gap between limited resources and unlimited wants. Geographical, occupational, and technological *specialization (division of labor)* are the results of his desire to produce more, better, and faster. |
| *naking* is in the hands hown through voting, racy seeks to protect | Specialization leads to *interdependence* which demands a *market* where buyers and sellers can meet. The market, in turn, needs *money* which will serve as a medium of exchange, measure of value, and a store of value.<br>Continued |

### Political Science

*Citizenship* involves varying degrees of *obligations* and *privileges* depending upon the form of government. An active, educated citizenry is essential to a democracy.

There is a division of responsibility and an *interdependence* at all levels of government: local, state, and national. All nations of the world are becoming more interdependent.

### Geography

*Spatial relationship* exists between any place on earth and all other places. A relationship between two or more locations involves direction, distance, and time.

*Maps* are representations of all or parts of the earth. They are used to record and analyze the spatial distributions and relationships of earth features and of people and their life on the earth.

*Region* refers to an area which is delimited as being significantly different from other areas on the basis of one or more selected physical or cultural characteristics.

*Geographic Linkage* is evident among countless human settlements through the exchange of messages, goods, and services.

*New geographies* are created as people develop new ideas and technology, and as their appraisal and use of earth spaces change. They rearrange themselves, their activities, and their creations over the earth and even modify features of the earth itself.

|  | **Economics** |
|---|---|
| s and *privileges*<br>active, educated | All of mankind is faced with four economic decisions: 1) What and how much to produce? 2) How much and in what way *land* (natural resources), *labor* and *management*, and *capital* (tools) are to be used for production? 3) Are the goods and services to be used for further production or immediate consumption? 4) Who shall receive the products and in what proportion? ***(distribution)*** |
| *lependence* at all<br>ll nations of the | *Public policy*, derived from a people's value system, modifies the operation of the market to promote *economic growth*, *stability*, and *security* while attempting to minimize restrictions and injustices. |
|  | **Social Psychology** |
| rth and all other<br>ocations involves | *Family interrelationships* facilitate *personality development* and satisfy psychological and emotional *needs.* |
| th. They are used<br>d relationships of<br>rth. | Each human being is different physically, mentally, emotionally, and socially. *(uniqueness)* |
| being significantly<br>or more selected | Behavior is caused primarily by circumstances within ourselves and within the environment. ***(multiple causation)*** |
| uman settlements<br>ices. | Man changes as he matures both physiologically and neurologically. Given physical readiness, man can change most specific behaviors through learning. ***(maturation and learning)*** |
| p new ideas and<br>rth spaces change.<br>heir creations over<br>th itself. | Man needs rules internally developed and externally applied to function best: These are known as moral and ethical standards. ***(organization and stability)*** |

## A Unified Social Studies Program Draws From Many Social Science Disciplines

Historically, as various social studies subjects came into the curriculum of public schools in the United States, they came in as separate subjects. By the 20th Century three were most commonly found at the elementary school level: history, geography, and civics (or citizenship).

Each was generally taught in a separate period in the school day; each most likely had a different textbook for use by students. This arrangement is commonly referred to as a *Separate Subjects Approach* in curriculum design for the social studies.

By the late 1940's a different method of organization for teaching elementary social studies had appeared. Its basic premise was simple: there exist between the various social sciences very forceful relationships that complement each other.

Rather than attempting to bridge the gap between the several separate subjects, why not develop broad comprehensive units of instruction which would draw concepts from several of the social sciences? The idea may be sketched graphically as shown in figure 2.

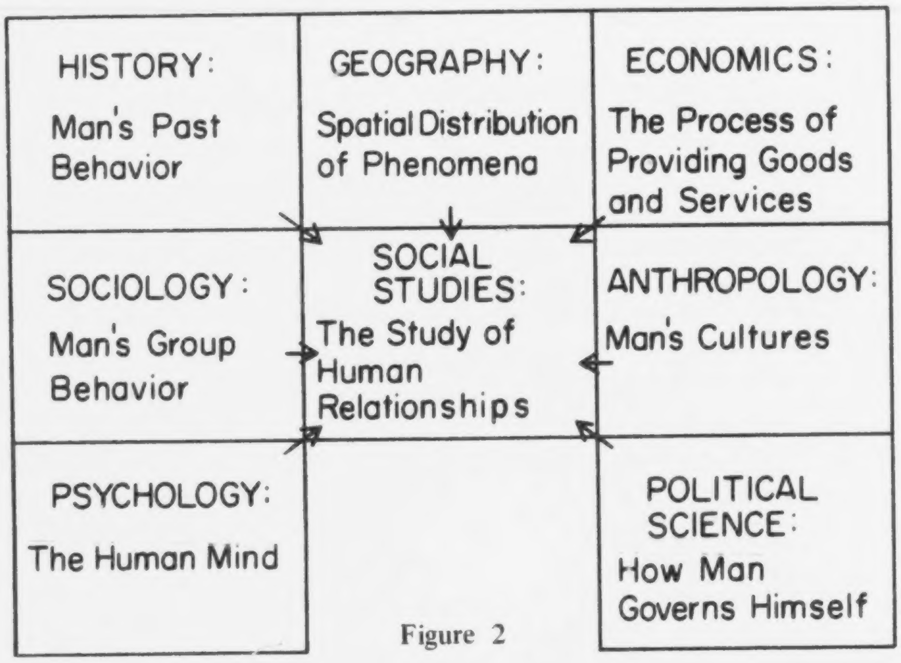
HISTORY:
Man's Past Behavior
GEOGRAPHY:
Spatial Distribution of Phenomena
ECONOMICS:
The Process of Providing Goods and Services
SOCIOLOGY:
Man's Group Behavior
SOCIAL STUDIES:
The Study of Human Relationships
ANTHROPOLOGY:
Man's Cultures
PSYCHOLOGY:
The Human Mind
POLITICAL SCIENCE:
How Man Governs Himself

Figure 2

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## Using an Inquiry
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Because of the incorporation of several social sciences into the process of concept selection, this approach became known as the *Unified Approach.* It was at this point, historically, that the *Unit of Instruction* became widespread in use.

While the idea for unit teaching goes back many years, it became increasingly useful upon the arrival and acceptance of the *Unified Approach* to teaching social studies. Texbooks that were of the unified nature did appear quickly, but one of the tenets of the *Unified Approach*, in combination with the idea of unit teaching, was the acceptance of a wide variety of learning materials, not just a single textbook.

An examination of the curriculum guides produced in the late 1950's and in the 1960's reveals a heavy emphasis upon identifying concepts from the several social sciences that might be taught in a particular unit. Also, many publications of the National Council for the Social Studies have stressed this fundamental foundation of the social studies in the social sciences. One of the earliest attempts through the National Council was the publication of *A Guide to Content in the Social Studies: Report of the N.C.S.S. Committees on Concepts and Values.* [7]

The publication is organized around 14 themes, each one being a societal goal of American democracy. For each theme, there is given a list of illustrative concepts drawn from several social science fields. Although it does not include any unit development or further application to an actual teaching situation, the volume establishes the fact that any broad objective has roots in several different fields of specialized study.

## Using an Inquiry Approach Is a Trend in Modern Social Studies Programs

The latter half of the 1960's was a time of much ferment in social studies education. Proposals for change ranged from a call for a program of national assessment to the use of experimental instructional materials from specific social science fields, even at very early grade levels.

While the evidence from use is too meager as yet to tell whether a radical change in either content or methodology is eminent, approaches to change have received wide attention in the last few years. Different authorities have used different terms to describe the kind of teaching felt to be superior, but their opinions have been basically the same.

The *Inquiry Approach* seeks to make the pupil an active, seeking learner who discovers for himself the generalizations which are the subject of study. The act of learning is not one of memorization of prescribed material, but an act of discovery.

Much terminology being employed to describe this concept of learning comes from the writings of the psychologist, Jerome S. Bruner, and his associates. Bruner originally described discovery in these words:

> First, let it be clear what the act of discovery entails. It is rarely on the frontier of knowledge or elsewhere, that new facts are "discovered" in the sense of being encountered as Newton suggested in the form of islands of truth in an unchartered sea of ignorance. Or, if they appear to be discovered in this way, it is almost always thanks to some happy hypotheses about where to navigate . . . (It) is in its essence a matter of rearranging or transforming evidence in such a way that one is enabled to go beyond the evidence so reassembled to additional new insights.[8]

**The Expository and Inquiry Approaches [9]**

| Function of | Expository Approach | Inquiry Approach |
|---|---|---|
| Teacher | Expositor | Coordinator |
| Student | Recipient | Participant |
| Subject Matter | Information | Springboards |
| Techniques | "Cover" material | "Uncover" materials |

It is debatable whether Bruner is describing anything essentially new to the teaching profession in terms of the role of the learner in the learning process. The language used by the psychologist and the language used by the educator may differ, but they speak of the same thing: breaking the pattern of the textbook-bound, teacher-dominated way of learning in the classroom. The *Problem Method* described in Part III of this guide has largely the same objective: to make the learner the one who assembles the evidence, reviews it critically, draws conclusions on the basis of what he has found, then synthesizes the findings into his own store of knowledge.

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| Inquiry Approach |
|---|
| Coordinator |
| Participant |
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| "Uncover" materials |

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## Structure of the Disciplines Is Prominent in Recent Thinking about Social Studies

The structure of a discipline in the social sciences is that particular way in which the social scientist arrives at conclusions in his field of study. It may concern the types of questions that he asks, it may rely in part upon broad generalizations or fundamental assumptions from which he works, or it may involve specialized tools of research which fit the study at hand.

Each of the social science fields from which concepts are selected for the social studies program has a separate discipline; that is, each has a different method of gathering knowledge. The historian, for example, has a different set of sources and techniques than does the sociologist. The two are interested in different aspects of man's behavior, yet they have a mutual interest in gaining knowledge about that behavior.

The proponents of the structure of the discipline concept believe that as children learn the content of an instructional program, they should also learn the ways of the social scientists. It is at this point that the controversy about the social studies as a *product* or a *process* arises. Using history as their example, Clegg and Schomburg contend:

> The irony of all this is that what passes for history as taught in the elementary school is neither inquiry nor a disciplined study. What we may call "schoolbook history" tends to focus on the *product* of the historian, not the *process* of an inquiry into the past, disciplined by a rigorous method of investigation. What we also overlook is that the product of the historian's efforts is *an* interpretation of the material . . . As a result, schoolbook history tends to be the approved recorded narrative of the past . . . As we have suggested above, history is not only a product, it is also a process. It implies the act of "inquiry" in the same way that "inquiry" is so much a part of modern curriculum developments in the natural sciences. To express this in the sense of the verb, we have to resort to such awkward phrases as *doing* history or *historying.* It is an activity, a process, not a passive absorption of someone else's account. Pupils are expected to work actively with the materials of history.[10]

Much the same vein of thought has been expressed concerning geography, political science, anthropology, and others: that children ought to experience working firsthand with materials of the type used by the professional in the field. The discovery approach, used in conjunction with the structure of the disciplines concept, has by no means found universal acceptance; neither does it at present characterize public school practice.

In fact, there are some severe critics of such an approach to teaching social studies. Krug, for example, states the case in this fashion:

> While there is no question that in the search for structure, Bruner's discovery approach is valuable and should have a place in the lively, dramatic study of history and the social sciences, to build the entire social studies curriculum on the structure theory is fraught with grave dangers. Much in history and in the study of human personality and group interrelationship which cannot and should not be fitted into a structure, or even related to something else, is eminently worthy of teaching to our children. The way a historian or an economist goes about his work is interesting and may occasionally be useful as a mode of inquiry in the social studies class, but equally interesting and equally important is a deductive approach by a scholarly teacher . . . [11]

It would seem that much discussion concerning advisability of the structure of the discipline concept should properly revolve around the question of its difficulty for elementary school children, relative to other approaches. On this score there is no convincing evidence.

No long term research has been carried out to demonstrate that children of this age can or cannot use this approach successfully in the classroom; nor has it been shown that the typical elementary teacher has had the kind of training in subject matter content to be able to use such an approach with skill.

## New Content Is Being Infused into the Elementary Social Studies Curriculum

Along with proposals for change in the way in which children study social studies material has come a demand for a change in the content of the material itself. A more complete discussion of the traditional program in elementary social studies and alternative approaches for social studies curriculum designs will appear in Part III of this guide. The purpose at this point is to acquaint the curriculum worker with general trends in content.

While new materials at the primary grade levels still reveal an emphasis upon a study of the local environment, two departures from the traditional pattern seem evident. First, relatively untapped fields within the social sciences are emerging. A prime example is the Senesh material in economics for the primary grades.[12]

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In these materials primary grade children study, through simple stories, projects, games, and other means, fundamental ideas such as supply and demand, location of businesses, the importance of transportation to business, and other related economic matters. Although the primary grade materials for this textbook series are cast in the context of the local community, they still represent a vast departure from the traditional lower level content.

Another trend evident in the most recent editions of many textbook series is that of including at a primary age level a study of children of contemporary foreign cultures. This traditionally has been reserved for fourth grade.

At the upper grade levels, the appearance of the social studies curriculum is not so much one of a basic change in the nature of the content to be studied as it is one of a gradual building of the amount of content each year to the point of being crowded with instructional topics. It is not at all uncommon for fifth grade programs to include all of the traditional United States history and geography, plus a study of part, if not all, of Central and South America.

Such programs typically include units on Europe, Asia, and the Middle East in their sixth grade study. Very little of the old pattern of studying ancient history of these regions remains; most studies at this grade level highlight the contemporary scene rather than the historical. Because of this packing of topics, the danger arises of an extremely superficial coverage of the topics included.

The subject of content coverage in the social studies is obviously related to questions of methodology. In view of the fact that time allotments for social studies instruction in Iowa's public schools have remained constant over the last decade, it is difficult to envision the application of the *Inquiry Approach* or the *Structure of the Disciplines* concept.

If such a vast array of topics must be covered in a year's time, there can be little of the type of student involvement which these plans demand. The curriculum worker will find that this challenge of the amount of content to be studied at each grade level will be one of the first major decisions to be made when revising the curriculum and, once made, it will determine many directions that a new social studies program will take.

# I. Suggested Guidelines for Curriculum Planning at the Local Level

- **Who Is Responsible**
- **Why Do Schoo**
- **What Grou**
- **Wha Revis**

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- **Who Is Responsible for Curriculum?**
    - **Why Do Schools Need a Social Studies Course of Study?**
        - **What Groups Are Involved in a Curriculum Revision Project?**
            - **What Sequence of Steps Will Facilitate Social Studies Revision?**

Responsibility for the curriculum of an elementary school is shared by the three primary groups involved in education at the local level. As the diagram indicates, each group is directly involved in different facets of curriculum development. In some cases, responsibilities overlap from one group to another. Both the Board of Education and the central administration share responsibility for *space* and *materials;* likewise, concern for *program* is the province of both the central administration and the teaching staff. These responsibilities hold true regardless of the subject area involved or the age or grade level for which the curriculum is intended.

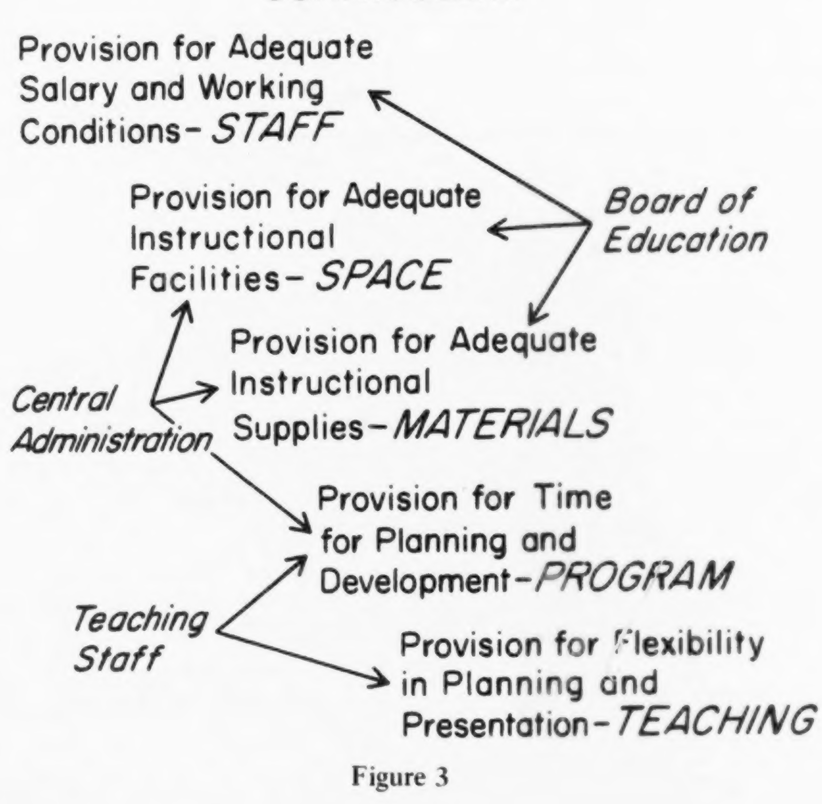
CURRICULUM
Provision for Adequate Salary and Working Conditions- STAFF
Provision for Adequate Instructional Facilities- SPACE
Board of Education
Provision for Adequate Instructional Supplies-MATERIALS
Central Administration
Provision for Time for Planning and Development-PROGRAM
Teaching Staff
Provision for Flexibility in Planning and Presentation-TEACHING

Figure 3

Any concerted effort by a local public school staff in revising its social studies curriculum should result in a written course of study. The format, style, and extent of detail in a course of study will differ widely from one school district to another, according to a staff's perception of its needs. However, in all instances, the curricular decisions reached in planning should appear in written form for these reasons:

- A well-written course of study provides an alternative organizational plan which is potentially much more flexible than an adopted textbook. In the absence of a written course of study, it will be difficult for some teachers to extend their teaching beyond the confines of a single adopted textbook.
- A written course of study is one step toward assuring an equal opportunity for learning for all elementary students at a given grade level. In a manner of speaking, it puts a floor under the instructional program in social studies. Some enterprising teachers may go beyond the suggestions for teaching in a course of study, but the basic program is there for all to use.
- A written course of study may well include an indication of the first-hand community resources available for use in teaching social studies. It is unlikely that each teacher new to the system will conduct a survey on his own to find what is available. Unless these are listed and described for teachers, it is probable that they will not be used.
- A well-documented written course of study will indicate supplementary materials available for use in teaching social studies, thus making it far easier to review and add such materials systematically.
- A written course of study provides a basis for changing the instructional program as times and circumstances change, a vital element if schools are to keep their instructional programs up-to-date.

## Three Primary Groups Are Responsible For Curriculum Revision

A curriculum revision project in social studies necessitates the highest degree of cooperation possible between the three principal groups involved: the local board of education, the central school administration staff, and the teaching staff. Unless there is assurance that al
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The local board of education must be receptive to the proposition that one of the important functions of a professional staff is making curriculum change when change is due. Also, the board must accept the premise that planning for curriculum change does not come without cost, but that cost is an investment in a better quality of education for the students in the system.

The central school administration staff, for its part, must in all likelihood accept the responsibility for providing the initiation for curriculum study and for maintaining impetus behind the revision project once it has begun. Further, the central administration staff, be it composed of the superintendent or assistant superintendents, consultants, supervisors, or building principals, will have to determine who shall do the actual work and where the power of decision-making shall rest. This group, in most instances, must assume the role of a catalyst.

The role of the teaching staff in a curriculum study and revision project is a crucial one, for teachers must furnish the basic information about the current status of the curriculum, and formulate their composite opinion about needed improvements. Teachers will ultimately gain most through such a project, for what is produced will be used directly by them in the classrooms.

Before attempting to identify superior organizational patterns for curriculum revision, it is necessary to define the role of the various groups involved in the revision process. While obviously the organizational pattern of the school district dictates the direction that the work shall take, the following groups usually are involved in the process:

### BOARD OF EDUCATION

- Is the policy-making group
- Has final authority in decision-making
- Carries responsibility for funding through the budget
- Assumes authority for approval of new and revised programs of instruction

| | |
|---|---|
| **CENTRAL ADMINISTRATION STAFF** | • Is composed of the superintendent and other administrative officers, according to the local district's organizational pattern<br>• Makes recommendations to the Board of Education for curricular changes<br>• May delegate responsibility for recommendations to special study groups if desired |
| **CURRICULUM COMMITTEE** | • Is appointed by the central administration staff to study the curriculum broadly or as it is narrowly defined<br>• Is given specific assignments with respect to the scope of its authority for recommending change and actions to implement change |
| **PLANNING COMMITTEE** | • Is selected by either the central administration staff or by a general curriculum committee for reviewing the feasibility and desirability of curriculum change<br>• May suggest general guidelines for the direction of change, or subdivisions of work to be undertaken |
| **PRODUCTION COMMITTEE** | • Is charged with the responsibility of preparing the actual course of study<br>• Sends the course to the general curriculum committee if there is one, or the central administration staff before recommendation to the Board of Education for final approval |

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The size of the school system often determines which groups will be active in curriculum construction or revision. The larger systems have specialized personnel for curriculum work. Smaller systems will have to rely mainly upon principals and teachers. The two charts which follow illustrate an organizational pattern for both types of systems, *and for a small system.*

Organizational Structure for Curriculum Revision
in Elementary Social Studies
in a Large System

**Board of Education**

**Superintendent**
**or**
**Associate Superintendent**
**for Instruction**

**General Curriculum Committee**

**Social Studies**
**Planning Committee**

**Social Studies**
**Production Committee**

Under this type of organization, the initiation of social studies curriculum study probably comes from one of two places:

- From the General Curriculum Committee as the result of a review of areas which need attention
- From the Social Studies Consultant as a recommendation to the General Curriculum Committee

The consultant may also be chairman of the social studies planning committee and work with and receive the report of the social studies production committee. In turn, he will transmit the final report back to the general curriculum committee, which will report to the Superintendent or Assistant Superintendent and, ultimately, to the Board of Education.

Even though the revision project may involve only a segment of the entire scope of the curriculum, it is wise to have all segments represented. That is, a group working on a revision of the social studies programs for Grades K–6 could profit by including representatives from the junior high school and senior high school levels. Not only will these representatives tend to have more specialized content training than the typical elementary teacher, but they will also be helpful in achieving continuity between age levels. Curriculum revision projects are often carried out on a K–12 basis. The actual work of writing a course of study for the various levels may not be undertaken at the same time, but general planning is better accomplished by considering the entire age range at the same time.

Organizational Structure for Curriculum Revision
in Elementary Social Studies
in a Small System

**Board of Education**

**Superintendent**

**Principal**

**Social Studies Curriculum Committee**

**Subcommittee 1** **Subcommittee 2** **Subcommittee 3**

Note that two parts of the large system organizational structure are absent in this organizational chart: the general curriculum committee and the social studies consultant. Here, the initiation of a curriculum study probably comes from the superintendent, assisted by the elementary principal. The superintendent may appoint a social studies committee, probably including the

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principal, to review the program. This committee, in turn, will probably evolve subcommittees to do the work that might have been done by the general curriculum committee and the social studies consultant. Probably all will be involved to some extent in the actual production of a course of study if the decision is reached that one is needed. The employment of an outside consultant is often worthwhile, especially in the first several meetings, to view the local instructional program impartially and in light of recent trends apparent in elementary social studies.

## There Are Definite, Sequential Steps To Be Undertaken in a Social Studies Revision Project

Regardless of the size of the school district involved or the organizational pattern employed to do the work, there are several successive steps that must be undertaken to reach decisions regarding the advisability of changing the existing programs. These steps usually incorporate the following:

### STEP 1: A Self-evaluation

A study of the current program is imperative as a first step. Unless teachers and administrators alike are convinced that change is needed, efforts toward change will soon bog down and little, if any, progress will be made. Teachers who are satisfied with what is currently being done are teachers who are not likely to change their teaching practices, even in the face of a new program on paper.

This phase of a curriculum project could well begin with the examination of a number of the experimental and innovational programs described in Part IV of this handbook. They are the record of what other groups of teachers, administrators, social studies consultants, and subject matter specialists have believed to represent promising practices. The type of community, and hence the type of students living in that community, must always be kept foremost in mind when examining an experimental program. An instructional program developed for a predominantly rurally-oriented Iowa district would not fit in a suburb of New York City, the instructional program developed for an industrially-oriented metropolis would fail to have meaning for many elementary students in Iowa. The key idea in examining experimental programs is *adaptation* rather than *adoption*.

Although individual school systems will wish to develop their own specific criteria for their self-evaluation study, the following broad areas are suggested for consideration:

### 1. The Overall Philosophy of the Social Studies Program

Can we reach agreement on what we believe to be the most important purposes of the social studies? To what degree do we believe that objectives should be oriented toward behavior rather than retention of content material? Kenworthy has devised a "Ladder of Learning Experiences" which characterizes the intellectual atmosphere of a classroom.[13] This could well be used in a discussion of the school's philosophy of its social studies program.

Level 1: A common textbook for all pupils. Very little enrichment reading. Paucity of trips, audiovisual materials and individualized reports or small group work. Much emphasis upon grades, largely determined by tests. Very little thinking promoted.

Level 2: A common textbook plus some supplementary reading materials. An occasional film or filmstrip. A few individual reports. Considerable emphasis upon grades. All work still planned by teacher. A little thinking promoted.

Level 3: Three or four textbooks used, plus some supplementary reading. Some audiovisual resources. A few panels. Many individual reports. Some individualized assignments. Some emphasis upon grades. Some thinking encouraged.

Level 4: Some problem-centered teaching with some participation of pupils in planning. Several textbooks plus enrichment reading materials. Much audiovisual work. Some trips. Some small group work and individual research. Considerable critical thinking promoted.

Level 5: Problem-centered learning, much pupil-teacher planning, variety of reading materials, trips, and audiovisual materials. Much group work. Some individual work, too. De-emphasis upon grades. Consultations between teachers, pupils, and parents on progress. Rigorous thinking promoted.

The goal of curriculum revision should be to work toward a higher placement up the ladder, toward the use of problem-centered instruction and a greater utilization of pupil-teacher planning.[14]

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2. **Scope and Sequence Balance**

Is there balance among the several social science fields which contribute to the social studies? Are our students exposed to a realistic view of our country and the rest of the world?

3. **Timeliness of Topics**

Is the content of our social studies program appropriate for students who will be the adults of the 21st Century? Are they receiving a useful background of information for solving the personal, social, and economic problems of the future?

- Criterion One: Contribution to understanding
- Criterion Two: Relationship to contemporary affairs and social realities
- Criterion Three: Relationship to children's curiosities and responses
- Criterion Four: Appropriateness to children's backgrounds of experience and knowledge
- Criterion Five: Relationship to teacher interests and concerns
- Criterion Six: Availability of realistic materials for study
- Criterion Seven: Satisfaction of legal requirements and expert opinion[15]

4. **Provision for Active Student Involvement**

Do our students become active participants in the search for knowledge in the social studies? Are they able to utilize a multimedia approach for gathering information, assessing ideas, and drawing conclusions independently?

5. **Provision for Skill Development**

Do our students develop the skills of inquiry through their work in social studies? Are there materials available for them to use in applying these skills? Do test results show systematic growth in the skills from grade level to grade level?

6. **Meeting Individual Differences among Students**

Do we have a variety of instructional materials for students' use so that all can find something at their level of intellectual maturity? Do we use differentiated assignments and expect different qualities of work as a result? Does our grading system take into account individual differences in ability?

7. **Evaluation of Progress in Social Studies**

Do our evaluation procedures adequately detect individual and group progress in the social studies? Are standardized and teacher-made test results used in assessing growth? Are anecdotal records kept to indicate social and skill development?

These kinds of considerations should be thoroughly discussed and debated by either a general curriculum committee or an appointed social studies committee. In either case, the opinions of both teachers and administrators who have the responsibility of supervising instruction should be sought. Actual observations in social studies classrooms could be invaluable in determining how the program is actually functioning. Comparisons may also be made by teachers who have taught in other systems with different kinds of programs.

### STEP 2: Shall We Revise?

After full consideration has been made of the existing program, the basic decision of whether or not to attempt a revision must be made. If teachers seem largely satisfied with the topics they are teaching, if general opinion seems to be that the program fits the students involved, if classrooms appear to have adequate materials, and if the students seem to be progressing in knowledge and skills at an appropriate rate, there seems little point in attempting to revise the program. The committee has done its work and may be discharged.

On the other hand, if dissatisfaction with the existing program is widespread, the work must now move into a new phase of planning and development.

### STEP 3: How Much Shall Be Revised?

A decision must now be made concerning how much revision should be undertaken. This could range all the way from a minor change in program, such as selecting a new textbook series or updating reference materials, to building an entirely new program, complete with a written course of study. This decision rests in no small part upon the investment in time and money which the school system is willing to make. Experience has shown that only two alternative approaches for working pa
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approaches for working patterns in social studies curriculum revision are feasible: Released time for teachers during the regular school year, or summer employment of teachers. Attempts at using after-school hours or Saturday inservice day work have largely failed to bring about substantial change in instructional programs. Teachers and administrators should not be expected to have fresh ideas and to do creative work after a full day spent in the classroom or office or at the end of a busy week of school. Unfortunate as it may be, curriculum work in the social studies is expensive. Professional judgment must be exercised in balancing the cost against the educational profit to the students and the added experiential background such a project gives to the teachers who are actively involved.

### STEP 4: Selecting and Allocating Personnel

Once the extent of revision has been determined, personnel for planning and production must be selected. Each grade level should be represented to achieve continuity. Some issues, such as the determination of a statement of overall philosophy of the social studies program and the setting of topical coverage grade by grade, probably will involve the entire group. Subgroups should be formed to write units and prepare special bibliographies of supplementary materials. Individuals within the group may be assigned specific tasks, such as the writing of a particular unit of work for a given grade level.

### STEP 5: Writing the Course of Study

This phase of the work will occupy the largest amount of time in the curriculum revision process. If units of work are to be written, the worksheet format provided here would enable a curriculum committee to collect basic information needed for the final curriculum guide format.

Overview
(Rationale)
Behavioral Goals

Grade level
Unit

| Behavioral Objectives | Concepts | Content | Skills | Learning Experiences | Media | Evaluation | Outcome |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

To illustrate an application of one of these categories, the "Outcome", the following example dealing with specified expected measurable outcome is given:

**Primary**

1. The student works effectively within groups and works independently without interfering with the goals of other individuals or the group.

   *Sample Instructional Outcome To Achieve No. 1*

   Given a role to play within a group, or task to perform independently of the group, the student assumes the role or completes the independent study of most interest to him rather than the "easiest".

2. The student defines maps and globes as a representation of the earth or part of the earth.

   *Sample Instructional Outcome To Achieve No. 2*

   Given a map or globe, the student recognizes major features by locating and naming them.

3. Given pictures of houses of two cultures, the student identified similarities and differences in materials used, furnishings, and construction.

   *Sample Instructional Outcome To Achieve No. 3*

   The student lists the wants and needs of a family and places the items in priority based on predetermined criteria.

**Intermediate**

4. Given an illustration focusing on meeting family food needs by moderns and primitives, the student states in his own words the self-sufficiency of food supply in primitive societies and the interdependence in contemporary societies.

   *Sample Instructional Outcome To Achieve No. 4*

   Using play money and simulating a supermarket environment, the student "buys" something at the store and justifies his purchase to his classmates.

5. Given illustrations and sentences which demonstrate precise examples of a geographic center, latitude, longitude, earth rotation and its effect on time, time zones, systems of land survey, urban street grids, southeast, southwest, northwest, azimuth, and degrees of latitude and longitude, the student identifies each and states an example of each.

   *Sample Instructional*

   Given a map or glob
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6. Given a social confl
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   *Sample Instructional*

   The student defines
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*Sample Instructional Outcome To Achieve No. 6*

Given a map or globe, the student locates a point using latitude and longitude.

6. Given a social conflict, the student identifies the probable causes, creates alternative hypotheses for its resolution, and conducts an experiment to test the project's solution to the hypotheses.

*Sample Instructional Outcome To Achieve No. 5*

The student defines a problem and gathers relevant data for its solution.[16]

The illustrative criteria which follow may serve as a checklist that will enable a committee to determine its own set of "expected measurable outcomes" in a curriculum guide.

Define issues, problems, and topics of study clearly, giving attention to values and other effective elements as well as to concepts and other cognitive elements

Select and use appropriate modes of inquiry in terms of the problem or topic under study

Select and use appropriate processes of inquiry in light of the mode of inquiry that is being used at a given time

Interpret data meaningfully, assess the accuracy of information, and communicate ideas effectively

Use concepts as tools to analyze problems, guide observation, make comparisons, classify data, interpret findings, and communicate ideas

Contrast or compare events and activities as appropriate to explore identities, similarities, and differences

Analyze rights, freedoms, and responsibilities in the context of relevant values and underlying conditions

Propose and evaluate solutions to problems in terms of consequence-analysis based on a priority of values

Make and test hypotheses and generalizations, taking account of relevant information and avoiding overgeneralization

Express and demonstrate ways in which fundamental values are a part of our American heritage.[17]

As the work progresses, a special editorial subcommittee or the committee as a whole should periodically review manuscripts of units so that the authors may benefit from the experience and judgment of other teachers and administrators. The unit authors may list outstanding supplementary materials for future purchase by the school system. The preparation of an annotated bibliography of local community resources, such as resource visitors and excursion sites that might be used in instruction, is imperative.

At this point, decisions must be made regarding how the new program is to be phased into the old program. Several alternatives are possible:

1. **A Pilot Project**

   As the new program develops, it might be tried in a limited number of classrooms, perhaps only in one or two at each grade level. Such a pilot project has a number of advantages. First, because the tryout is on a limited basis, closer supervision by a consultant or supervisor is possible. Second, a limited number of new materials will be needed and those that are used can be carefully evaluated with an eye toward purchase for general use later. Finally, a pilot project holds promise for inservice visitation from other teachers at the same grade level, thus informing them concretely about proposed changes.

2. **Modification of Part of the Year's Work**

   Another alternative for meshing the new program with the old is produce one, two, or three new units for each grade level. These might then be used in all classrooms as part of the year's work, along with a selected part of the old program. This plan has the advantage of getting a broader base for a preliminary evaluation of the new program. Its disadvantage is that it is more costly than a pilot project in only one classroom at each grade level. Also, it probably will be more difficult to make changes in the program if it has been in general usage.

3. **Modification on a Grade-by-Grade Basis**

   Yet a third way of phasing into a new program is to introduce it a grade or two at a time. In a given year, the new first grade program might be initiated; the next year, the second grade program would be started, etc. The advantage of this approach is that it permits careful assessment of continuity between grade levels. At the same time, however, the change-over from th
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change-over from the old program to the new is slow in comparison to other methods of change.

### STEP 6: Purchasing Supplementary Materials

If the unit approach to teaching social studies is adopted for the revised program, substantial additional supplementary materials will probably be needed in room libraries and central elementary libraries. The school librarian can be of great assistance in ordering and cataloging materials when needed for study by pupils. Special attention should also be given to stocking rooms adequately with maps and globes as reference materials. Increasingly, the *Laboratory Approach* to teaching social studies, utilizing a media center or well-developed library, is being advocated. Included in Part III of this handbook is a presentation of standards for materials to be included in such a center.

### STEP 7: Presenting the New Program

Once the new program, or a portion of it, has been completed, it should be studied thoroughly by the entire staff. This is true regardless of how the new program is to be phased into the old. A general presentation by the social studies consultant or chairman of the social studies committee might be followed by grade level meetings presided over by a grade level representative who served on the group which actually wrote the new program. Special features of methodology, new topics in the curriculum, and new instructional materials which are available should be presented and discussed in detail. Also, provision for teacher evaluation of the new program should be given attention so that needed revision may be made as experience dictates. The social studies consultant might also make arrangements at this point for systematic observations in classrooms using the new program during the new school year. If the system has no consultant, these observations might well be carried out by building principals. The reactions of observers as well as the opinions of teachers could form the topics of discussion at grade level meetings near the end of the school year.

In a process as involved as a full-scale curriculum revision, it is not always easy to see when one of the steps has been completed. ***For that reason, the following diagram lists the accomplishments which should characterize each step in the process:***

| Step | Accomplishments |
|---|---|
| 1: Self-evaluation | • Full knowledge of the existing program, grade by grade<br>• Perception of the teaching methodology employed by the majority of teachers<br>• Acquaintance with alternative programs, both established and experimental |
| 2: Shall We Revise? | • Determination of teacher receptivity to a new program of instruction<br>• Determination of Board of Education support for revision<br>• Assessment of the amount of time and effort required for a revision project |
| 3: How Much Shall Be Revised? | • Agreement upon the extent of change from the old program to the new<br>• Determination of topical coverage, grade by grade, for the new program |
| 4: Selecting and Allocating Personnel | • Appointment of individuals to be responsible for specific parts of the new program<br>• Arrangements completed for providing space, facilities, and time for program production |
| 5: Writing the Course of Study | • Arrangement of sequence of activities and setting of tentative deadlines<br>• Provision for review of draft form of written material |
| 6: Purchasing Supplementary Materials | |
| 7: Presenting the New Program | |

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- Determination of how the new program is to be phased into the old

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6: Purchasing Supplementary Materials

- Arrangement for review of available materials by teachers and librarians
- Allocation of purchased materials to appropriate storage areas

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7: Presenting the New Program

- Provision for a full presentation of new program to the entire staff
- Encouragement for suggestions of modification based upon experience in using the new program
- Supervision of the new program by classroom visitations and inservice reviews of its success

# II. The Problem of Scope and Sequence in Social Studies

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- **What Has Been the Traditional Scope and Sequence in Elementary Social Studies?**
    - **What Are Alternative Approaches to Scope and Sequence?**
        - **What Skills Need To Be Developed in the Social Studies?**

One of the first problems to be resolved in a social studies revision project is determining the scope and sequence of the topics included in the instructional program. Setting the scope and sequence pattern precedes any actual writing of units of instruction.

**Criteria for Selecting Areas for Study**

1. Does a topic lend itself to teaching important concepts in the social sciences, particularly those which cut across fields and which are important analytical tools in examining new data?
2. Is the topic of significance in the modern world? Is it, for example, related to a persisting societal problem, particularly one involving a major value conflict in our society? Is it related to a significant trend in the modern world? If the topic is concerned with a place, is this place of importance in the modern interdependent world?
3. Is the topic of particular interest and concern and so significant to pupils at certain grade levels because it gives pupils either an opportunity to examine their own values or provides them with help in coping with personal problems of direct concern to them?
4. Does the topic lend itself well to the development of one or more of the attitudinal behaviors identified as goals by the staff?
5. Does the topic facilitate the development of specific skills identified as goals of the program, particularly skills related to methods in inquiry?[18]

## The Traditional Scope and Sequence Arrangement Has Been the Social Functions-Expanding Environment Approach

The *Social Functions-Expanding Environment* approach to teaching the social studies is one that has long been used in the elementary grades and is most common today. In general, the social functions, or basic human activities, have been used to determine the *scope* of the social studies curriculum while the expanding environment concept has been utilized to establish *sequence* of the curriculum. Whereas scope determines the curriculum horizontally, sequence determines the curriculum, and sequence is the *when*.

Of the lists of social functions that have been developed to guide the choice of content in elementary social studies, the following one by Paul R. Hanna has probably been most widely used:

1. Protecting and conserving life, health, resources, and property
2. Producing, distributing, and consuming food, clothing, shelter, and other consumer goods and services
3. Creating and producing tools and techniques
4. Transporting people and goods
5. Communicating ideas and feelings
6. Providing education
7. Providing recreation
8. Organizing and governing
9. Expressing aesthetic and spiritual impulses[19]

The ***social processes,*** sometimes called ***social functions*** or ***basic human activities,*** have been recognized as common to all groups of people. Although each social studies unit taught during a year might not include all of the social processes, the attempt is made to include all of the social processes in the year's work. Thus, students learn about the important aspects of living while they are studying the family, their own community, another community or nation in the world, an historical period in time, or other social studies topics.

## The Expanding Environment Approach Moves From first-hand Experiences to the Remote

In most schools the sequence of the social studies program has been obtained by following the logical organization of subject matter and by organizing learning so it proceeds from the immediate to the remote, from the simple to the complex,

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from the concrete to the abstract. With the *expanding environment* approach, the student usually studies his home and school in the first grade, the neighborhood in the second, the community in the third, the state in the fourth, the nation in the fifth, and the world in the sixth. There are variations of the expanding communities approach. Most variations are found at the fourth and sixth grade levels. In grade 4, Iowa schools commonly replace the state study with a beginning readiness program for history and geography, in which type regions of the world are studied. At the sixth grade level, Latin America, Canada, Asia, and Europe are popular topics. However, in schools where the fifth grade curriculum consists of the United States, Latin America, and Canada, the sixth grade program is likely to be Old World, Europe, and Asia. Some sixth grade programs consist [illegible] America and Canada along with units on transportation and communication. While differences can be found in sequential development of the social studies curricula, the fact remains that there is a great deal of similarity among the programs at various grade levels.

## The Expanding Environment Approach Has Been Criticized as Restrictive

There has been growing dissatisfaction with the *Social Functions-Expanding Environment* approach. While acknowledging that the approach is logical, critics point out that psychologically, when viewed from the standpoint of the learner, it leaves much to be desired. The *Social Functions-Expanding Environment* approach stresses the importance of studying communities in sequence, progressing from one community to another, from a smaller community to a larger one. Critics point out that such an approach is too rigid. The interests and abilities of children are much more flexible. Their interests extend far beyond their own communities long before the expanding environment approach allows for their study. When children are interested in distant communities and have the ability to understand them, it is doubtful that maximum learning will take place by insisting that the children be held to a study of home, school, neighborhood, and community in the primary grades. Children want and need to be oriented to society in a broader sense than is permitted by the study of one community a year. To say that the study of certain units should be reserved for certain grades is to deny, for example, the sixth graders with their added maturity the opportunity to study their own community. On the other hand, children in the primary grades need opportunities to study communities that are commonly reserved for the intermediate grades. Although intensive studies might come about through the expanding environments approach, too often broad and superficial studies result. Thus, excessive verbalism, rather than problem-solving, is a common element of such studies. The framework of the expanding environment approach tends to stifle the inclusion of current events and controversial issues; the curriculum is often too fixed to allow for these. Much that is studied is determined by curriculum experts who are located far from the specific classroom scene. The neighborhood that is studied is often the neighborhood that is presented in a textbook. Such a neighborhood may hold little meaning and interest for children in their own real life communities. In terms of scope, it is questionable whether the social functions include all areas of human concern. Areas of concern such as race problems of the world and the worldwide population explosion also need attention.

Many people today are questioning whether our current social studies programs are meeting the needs of the students in a rapidly changing world. With the advent of Sputnik, schools across the nation began looking closely at their science programs. Attention was next directed to mathematics and the foreign languages. But, for the most part, the area of social studies has remained unchanged. As Kenworthy points out:

> Science is not likely to save us from a global catastrophe; the social sciences and the humanities are more likely to help us to live in close proximity with other human beings in peace. So the times are ripe for a new look at the social studies up and down the line, from kindergarten through high school or beyond.[20]

The traditional social studies program has centered on teaching about the Western World. In these days of modern transportation and communication, the world is growing smaller. Horizons need to be broadened to include a study of the whole world, not just the western part. Children need to realize that people everywhere have similar basic needs and that they meet them in different ways in various parts of the world. An international dimension must be added to the social studies, and evidence indicates that selected portions of this dimension can be introduced to children even in the primary grades.

## There Are Many Alternative Approaches for Scope and Sequence

There are doubtless as many scope and sequence patterns as there are new programs of study. Thus, no exact model for working on a scope and sequence

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pattern can be identified. However, through the examination of several sample patterns it can be determined that different curriculum revision groups begin their thinking at different points and produce radically different scope and sequence patterns. The examples which follow were selected because of their relatively recent origin and because they are broadly representative of the scope and sequence patterns produced around the nation.

### EXAMPLE 1: Pittsburgh, Pennsylvania

The *Social Studies Course of Study* constructed for the Pittsburgh, Pennsylvania schools (1964) produced a scope and sequence pattern which identified for each grade level what were believed to be significant generalizations from each of five disciplines which they felt contributed to the social studies program. The entries in the scope and sequence chart reproduced in Appendix A were selected from more lengthy statements for each grade level. (see page 81)

### EXAMPLE 2: Denver, Colorado

The Denver, Colorado scope and sequence chart utilizes a topical listing of areas of study. It follows the traditional pattern of the *Expanding Environment-Social Functions* type of curriculum. (see page 82)

### EXAMPLE 3: Rochester, Minnesota

The Rochester, Minnesota scope and sequence arrangement reveals several features which are different from the first two example programs. First, the preponderance of the primary grade level program is made up of studies of contemporary cultures. Grade four features a detailed study of the Western Hemisphere, exclusive of the United States. In grades five and six, the historical development of the United States is studied. (see page 83)

### EXAMPLE 4: California Statewide Study Committee

The first three illustrative scope and sequence patterns used content as their organizing element; that is, topics for study were first chosen, then placed at a grade level thought to be appropriate. This approach has characterized practically all elementary social studies curriculum revision work in the past. In a report issued by the California State Department of Education in October 1968, a different approach was taken. The California Statewide Social Sciences Study Committee began with what they entitled "inquiry-conceptual objectives". They defined three "modes of inquiry" to serve as their starting point:

> First is the analytic mode which is used in systematic analyses of urban, economic, geographic, political, historical, or other cultural phenomena selected for study in depth. Second is the integrative mode which is used in studies designed to provide a relatively complete or holistic synthesis of the diverse factors involved in a particular time or place, e.g., a particular city, a region such as Southern California, or a set of events such as the American Revolution. Third is the policy mode which is used in making decisions or judgments related to urban, economic, political, and other issues or problems.[21]

Following the choice of these three modes, a broad theme was chosen for each grade level. Within the elementary portion of the total grade range, these were as follows:

| | |
|---|---|
| Grades K - 2 | Mankind: Man's Distinctive Characteristics |
| Grades 3 - 4 | Man and Land: Cultural and Geographic Relationships |
| Grades 5 - 6 | Mankind and Men: Interaction, Diversity, Individuality |

The fourth example of a scope and sequence arrangement, while including suggested illustrative concepts and settings, is much less prescriptive about the content to be studied; its principal concern is with the modes and processes in inquiry. (see pages 84-86)

EXAMPLE 5: Lima, Pennsylvania

The social studies program at the Rose Tree Media School District, Lima, Pennsylvania is built on "concepts" from the social sciences--anthropology, economics, geography, history, political science, sociology, and the humanity of philosophy--with an "interdisciplinary" approach. (see pages 87-101)

Generalizations were determined for each social science pertinent to the entire social studies curriculum. Units of study are structured for each grade level, K-12, across five basic themes:

- Man and his natural and cultural environment
- Responsible citizenship and governmental development
- Recognizing and understanding world interdependency
- Economic living
- Conflict and change

EXAMPLE 6: State of Wyoming

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- Economic living
- Conflict and change

EXAMPLE 6: State of Wyoming

The vertical development of social studies concepts and generalizations used in this K-6 scope and sequence is an attempt to define the structure of disciplines. By following a generalization through all levels and steps of progression the curriculum planner can see the growing complexity of social studies learnings. One generalization is given for each goal at each step of progression. (see pages 102-106)

## The Determination of Scope And Sequence Plan Is an Early Responsibility of the Curriculum Group

Because the determination of a scope and sequence pattern so vitally affects all other phases of curriculum development in the social studies, this task must be completed early in the life of a curriculum project. There is no short route to success in building a scope and sequence arrangement. It will necessitate long hours of discussion, debate, and perhaps compromise on the part of the curriculum committee or subcommittee. It may take one of several different forms, depending upon what the group has chosen for its organizing element. Once a scope and sequence pattern is developed, however, the way has then been opened for more detailed planning for instruction.

## The Skills of Social Studies Are Also Sequential in Development

It has long been recognized that the subject matter of the social studies is fertile ground for the development of many of the basic skills necessary for independent thinking. The most comprehensive, recent treatment of skill development in the social studies is in the 33rd yearbook of the National Council for the Social Studies.[22] Although it is possible that the general level of skill attainment of elementary students has risen since the issuance of the yearbook, it still remains as the clearest definition of what skills are most essential to teach, which ones properly may be the responsibility of the social studies area, and the age level at which they are best placed for teaching.

Several features of the yearbook make it an outstanding resource for a social studies curriculum revision committee. First, it distinguishes between those skills which are a definite but shared responsibility of the social studies and those which are a major responsibility of the social studies. Thus, while attention must be given to the former in planning for instruction, the major consideration will be with the latter. This division of the appendix of the yearbook is outlined as follows:

**Part One. Skills which are a definite but shared responsibility of the social studies**

I. Locating information

II. Organizing information

III. Evaluating information

IV. Acquiring information through reading

V. Acquiring information through listening and observing

VI. Communicating orally and in writing

VII. Interpreting pictures, charts, graphs, tables

VIII. Working with others

**Part Two. Skills which are a major responsibility of the social studies**

I. Reading social studies materials

II. Applying problem-solving and critical-thinking skills to social issues

III. Interpreting maps and globes

IV. Understanding time and chronology

A second advantage of this material is that the authors have taken each broad area and broken it down into specific component skills. For each skill they have suggested an approximate grade level at which the skill should be introduced, a
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grade level at which it should be developed systematically, and a grade level at which it should be retaught, maintained, and extended.(see pages 117-123 for an example of this organization).

As illustrated in Appendix B the *Yearbook* authors recommend that the skills involved in locating, gathering, and organizing information be introduced in the early primary, late primary, and early intermediate years. These skills include using a table of contents, using an index, and using such aids as a glossary, appendix, map list, and illustration list. Using these recommendations, a curriculum revision group could build a grade-by-grade listing of exactly when each skill should be introduced in the school system. This listing could then be used by each teacher as a checklist for skill development for each class.

Because of its detailed nature, the entire appendix of the *Yearbook* has been reprinted as an appendix to this handbook. (See Appendix B) It is hoped that its inclusion will provide a source for teacher study that will assure systematic and specific planning.

Another valuable resource for a curriculum group developing a sequential program of skills is the Evanston Township Schools "K-8 Skills Chart" in the teaching of time and space.[23] (See Appendix C for the complete chart.)

## How May Skill Development Be Assessed?

An important part of the planning for the development of study skills through the social studies is consideration of how the learning of skills is to be evaluated. An excellent source for ideas about techniques of evaluation in this area is the 35th yearbook of the National Council for the Social Studies.[24] Chapter 5, "Evaluation of Basic Skills in the Social Studies", by Howard R. Anderson, will be of special interest. The chapter includes specific suggestions for approaches in evaluating skill development and has concrete proposals for types of materials to be used in the process.

In addition to the teacher-directed types of in-class activities mentioned in the *Thirty-fifth Yearbook*, two standardized tests have been devised to assess skill development at the elementary school level:

> *Iowa Tests of Basic Skills*, Houghton Mifflin Company, Boston, Massachusetts, For Grades III-IX

*Sequential Tests of Educational Progress, Educational Testing Service*, Princeton, New Jersey, For Grades IV-VI

Each of these batteries of tests provides norms by which any individual or class group may be compared with other students. Also, through annual testing, yearly progress may be charted. Either of these tests will provide an independent assessment of skill development which will complement teacher observation of the learning taking place in the classroom.

## What Principles Govern Skill-teaching?

The 33rd yearbook of the National Council for the Social Studies provides the clearest statement of principles of teaching to develop skills in social studies. Pertinent statements follow:

1. The skill should be taught functionally, in the context of a topic of study, rather than as a separate exercise.
2. The learner must understand the meaning and purpose of the skill, and have motivation for developing it.
3. The learner should be carefully supervised in his first attempts to apply the skill, so that he will form correct habits from the beginning.
4. The learner needs repeated opportunities to practice the skill, with immediate evaluation so that he knows where he has succeeded or failed in his performance.
5. The learner needs individual help, through diagnostic measures and follow-up exercises, since not all members of any group learn at exactly the same rate or retain equal amounts of what they have learned.
6. Skill instruction should be presented at increasing levels of difficulty, moving from the simple to the more complex; the resulting growth in skills should be cumulative as the learner moves through school, with each level of instruction building on and reinforcing what has been taught previously.
7. Students should be helped, at each stage, to generalize the skills, by applying them in many and varied situations; in this way, maximum transfer of learning can be achieved.
8. The program of instruction should be sufficiently flexible to allow skills to be taught as they are needed by the learner; many skills should be developed concurrently.[25]

The following illustrative classroom situations demonstrate various types of materials and approaches which might be used in skill-teaching.

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### Index

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  horses, 30,
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  imaginary,
  oxen, 30
    32, 34

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### Illustrative Situation 1: Fourth Grade Use of an Index

The theme for social studies in Miss Simpson's fourth grade classroom was "Regions of the United States." The class had begun a study of the Great Lakes region about a week ago. They had now reached the point of entering into the research phase of their study. On Monday morning, Miss Simpson had placed a large number of supplementary books on their reference table. She began the lesson by saying, "I am sure that several of you have noticed the new books which I have brought to use in our unit on the Great Lakes. Each one contains information about a different part of our study. We have used books like these before, but I thought that we might spend a little time in our social studies period today talking about how to use books like these so that we spend our time wisely. There are special parts of books like these that help us find information quickly. There are two in particular that are very helpful. What are they?"

The students responded that the table of contents and the index are two places where they could find out quickly what was in a book.

Miss Simpson continued, "Here is one of our new books. It is titled, *Lumberjacks of the North Woods.* Some of the questions that we raised were about the kinds of products that we get from the Great Lakes region. I think that this book will have some information that we can use. Let's see if we can remember how to use an index." She distributed to the class a page of the book's index which had been duplicated for their use.

### Index

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Lumberjacks
  blacksmiths, 14, 17 (pic)
  buckers, 25
  cant hook men, 32
  carpenters, 14, 16, 17
  clerk, 58
  cook, 37-39, 41 (pic), 43, 66
  cookees, 38, 39, 41 (pic) 42, 71
  fallers, 24
  foremen, 14, 22, 35, 37, 38, 61
  river pigs, 65, 66, 67 (pic), 68, 70-76

The students were also given a list of questions:

1. On what pages could you find information about the kind of housing lumberjacks had?
2. Where in the book is there a picture of a log jam?
3. On what pages could we find out what the kitchen of a lumber camp looked like?
4. On what pages could we find the *most complete* account of the legend of Paul Bunyan?
5. Where is there information about the men who were the "bosses" of the lumber camps?

ADD YOUR OWN QUESTIONS FOR THE REST OF THE CLASS TO ANSWER

6.______________________________

7.______________________________

8.______________________________

The students worked individually on the teacher as needed. They then discussed the sharing the questions which they ha approximately 25 minutes of the social studie

Illustrative Situation 2: A Third Grade Use

Early in the school year, Miss Black's themselves with the tables of contents in books. One of their earliest lessons used questions:

## Table of Co

Unit I. In the Country

Out for a R
A Picnic Lu
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Visiting a
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Unit II. Animal Friends

The Farmy
Feeding the
The Friend
The Pet St
Doing Tric
A Ride on

Unit III. City Helpers

Safety in t
The Firem
Cleaning U

Unit IV. Favorite Tales

1. How many units does the book
2. What are the main topics discus
3. What kind of stories might we
4. What story begins on page 20?
5. On what pages is there a story
6. What story might tell about tro
7. In what unit might you find a

7 (pic)
31
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7, 30
73 (pic),

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32 (pic),
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41-43,
42 (pic)

office, 16
stable, 16
supply store, 16
Lumber company, 13, 14, 34
Lumberjacks
  blacksmiths, 14, 17 (pic)
  buckers, 25
  cant hook men, 32
  carpenters, 14, 16, 17
  clerk, 58
  cook, 37-39, 41 (pic), 43, 66
  cookees, 38, 39, 41 (pic) 42, 71
  fallers, 24
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HE REST OF THE CLASS TO

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The students worked individually on the material, receiving help from the teacher as needed. They then discussed their answers and spent several minutes sharing the questions which they had contributed. The lesson took approximately 25 minutes of the social studies period.

### Illustrative Situation 2: A Third Grade Uses a Table of Contents

Early in the school year, Miss Black's third grade worked at acquainting themselves with the tables of contents in their supplementary social studies books. One of their earliest lessons used the following table of contents and questions:

## Table of Contents

| | | | |
|---|---|---|---|
| Unit I. | In the Country | | 3 |
| | | Out for a Ride | 4 |
| | | A Picnic Lunch | 7 |
| | | An Unexpected Visitor | 9 |
| | | Visiting a Farm | 11 |
| | | Learning to Ride | 13 |
| Unit II. | Animal Friends | | 16 |
| | | The Farmyard | 17 |
| | | Feeding the Chickens | 20 |
| | | The Friendly Dog | 23 |
| | | The Pet Store | 25 |
| | | Doing Tricks | 27 |
| | | A Ride on a Pony | 29 |
| Unit III. | City Helpers | | 32 |
| | | Safety in the Street | 33 |
| | | The Fireman | 36 |
| | | Cleaning Up | 38 |
| Unit IV. | Favorite Tales | | 47 |

1. How many units does the book have?
2. What are the main topics discussed?
3. What kind of stories might we find in a section about animals?
4. What story begins on page 20?
5. On what pages is there a story about a pony?
6. What story might tell about tropical fish?
7. In what unit might you find a story about a monkey?

## Illustrative Situation 3: A Fifth Grade Uses a Primary Source

Miss Smith's fifth grade class had begun its study of the discovery of gold in California and the impact of the discovery upon settlement of the American West. One day at the beginning of the class period she said to them, "One of the difficult things about studying history is to imagine that the people we read about were real people, with the same kinds of emotions and hopes and fears that people living today have. The discovery of gold in California is a good episode to use as an example. We know that gold was discovered there in December 1848 and that because of that, many people migrated to California in 1849 and later years. We can find this fact in our textbook or in other reference books. But how did the people who made the discovery feel about it? What did they think should be done, either to keep other people from knowing about the discovery or to inform them of it? I thought that you might find it interesting to see what the people who were there at the time did, and thought, and felt *on that very day that gold was discovered.*"

Miss Smith then gave each student a copy of an excerpt from an interview with John Sutter, owner of the estate where gold was discovered. Then she said, "Pretend that you are the person who is talking to Mr. Sutter. Can you catch the excitement that must have been there that day?"

### 1848 Gold!

> I was sitting one afternoon just after my siesta, engaged bye-the-bye, in writing a letter to a relation of mine at Lucern, when I was interrupted by Mr. Marshall, a gentleman with whom I had frequent business transactions – bursting into the room . . . You should know that the appearance of Mr. Marshall at that moment in the Fort was quite enough to surprise me, as he had but two days before left the place to make some alterations in a mill for sawing pine planks, which he had just run up for me some miles higher up the Americanos. When he had recovered himself a little, he told me that, however great my surprise might be at his unexpected reappearance, it would be much greater when I heard the intelligence he had come to bring me. "Intelligence," he added, "which if properly profited by, would put both of us in possession of unheard-of-wealth – millions and millions of dollars, in fact." I frankly own, when I heard this that I thought something had touched Marshall's brain, when suddenly all my misgivings were put at an end by his flinging on the table a handful of scales of pure *virgin* gold. I was fairly thunderstruck and asked him to explain what all this meant, when he went on to say, that according to my instructions, he had thrown the mill wheel out of gear, to let the whole body of the water in the dam find a passage
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through the *tail race*, which was previously too narrow to allow the water to run off in sufficient quantity, whereby the wheel was prevented from efficiently performing its work. By this alteration the narrow channel was considerably enlarged, and a mass of sand and gravel carried off by the force of the torrent. Early in the morning after this took place, Mr. Marshall was walking along the left bank of the stream when he *perceived* something which he at first took for a piece of opal – a clear transparent stone, very common here – glittering on one of the spots laid bare by the sudden crumbling away of the bank. He paid no attention to this, but while he was giving directions to the workmen, having observed several similar glittering fragments, his curiosity was so far excited that he stooped down and picked one of them up. "Do you know," said Mr. Marshall to me, "I positively debated within myself two or three times whether I should take the trouble to bend my back to pick up one of the pieces and had decided on not doing so when further on, another glittering morsel caught my eye – the largest of the pieces now before you . . . "

At the conclusion of Mr. Marshall's account, and when I had convinced myself from the specimens he had brought with him, that it was not exaggerated, I felt as much excited as himself. I eagerly inquired if he had shown the gold to the work people at the mill and was glad to hear that he had not spoken to a single person about it. We agreed not to mention the circumstance to anyone and arranged to set off early the next day for the mill . . . I stayed with Mr. Marshall that night, and the next day we proceeded some little distance up the South Fork, and found that gold existed along the whole course, not only in the bed of the mainstream.

. . . Notwithstanding our *precautions* not to be observed, as soon as we came to the mill, we noticed by the excitement of the working people that we had been *dogged about*, and to complete our disappointment, one of the Indians who had worked at the gold mine in the neighborhood of La Paz cried out in showing us some specimens picked up by himself – "Oro! Oro! Oro!!!" [26]

When the students had completed reading the primary source material, they discussed with the teacher how the event took place. Among the questions they pondered were these:

Why was Sutter surprised when Marshall told him about the gold?

Why did Sutter think that "something had touched Marshall's brain?"

How would we have reacted in the same situation?

Who else found gold besides Sutter and Marshall?

# III. Planning for Social Studies Instruction in the Classroom

- What Is a "Unit" in Social Studie
- What Is "Cooperative Te
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- What Is Involved in
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- Is Grouping fo
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## A Resource Unit Is a Collection of Ideas for Teaching

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- **What Is a "Unit" in Social Studies?**
- **What Is "Cooperative Teacher-Student Planning" Within a Social Studies Unit?**
- **What Is Involved in a Problem Approach To Teaching Social Studies?**
- **Is Grouping for Social Studies Instruction Feasible?**
- **In What Ways May Individual Differences Be Met?**

After the study content in an elementary social studies program has been selected, much planning remains to be done. The immediate problem confronting the teacher attempting to plan a social studies program involves the internal organization of materials and method. Today, the *unit approach* is universally acknowledged as a superior way to organize for planning social studies instruction. Through many years of use, the term *unit* has been defined in many ways by different curriculum experts. Of this diversity of definitions, Hanna, Potter, and Hagaman say:

> These attempts to differentiate between types of units seem to have little practical value for the classroom teacher and confuse rather than clarify the meaning of a unit. James A. Michener and Harold M. Long reached the conclusion in 1940, after surveying the literature dealing with social studies units, that most writers, although using different names, agreed that a unit, "whether for teacher or student, is an organization of information and activities focused upon the development of some significant understanding, attitude, or appreciation which will modify behavior". [27]

The principal advantage of the Unit Approach to planning is that it allows for a vast variety of reading and nonreading materials and activities. Concepts may be drawn from several of the social science disciplines and incorporated into one unit.

## A Resource Unit Is a Collection of Ideas for Teaching

A resource unit is the type most commonly referred to in the professional literature, including courses of study and other curriculum guides. It is a collection and classification of various ideas for teaching a particular topic. Ideally, materials and ideas which appear in a fully developed unit are considered to be a source from which a teacher may select what seems to best fit the immediate situation. Thus, a teacher would not necessarily use identical elements from a given unit each time that it is taught. Different materials and procedures would be selected from the unit for different groups of students.

A unit may thus contain ideas applicable to children who learn rapidly as well as those who learn at a slower pace.

The exact composition of resource units naturally varies from one author to another. However, there is enough commonality among proposed parts, regardless of the terminology used to describe them, that a model for unit construction may be suggested. The unit outline which follows is suggested as a convenient manner in which to organize important considerations when preparing to teach a topic in social studies. In preparing a unit of instruction, one should give prime consideration to incorporating unit goals, assumptions, criteria, and behavioral objectives.

### Part I: Overview: The Nature and Scope of the Unit

Justify the unit. Why is this an important topic for children of the age level for whom it is intended? What experiences in school have they had that might have helped prepare them for a formal study of this topic? What real life experiences may they have had that would assure the topic the interest and application a unit needs for success?

### Part II: Concepts To Be Developed

Define what the students are to learn during the unit. The direct statement form is preferred. For example, in a fifth grade unit on the ***Western Movement*** in a study of United States history, the following would represent clearly-worded concepts:

> The Lewis and Clark expedition of 1804-1806 furnished the first real evidence about the territory of the West.
>
> The first permanent white settlers of the West were the mountain men engaged in fur trapping.

Such statements of major ideas to be
contrast to vague expressions such as:

> To enable the students to learn a
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> To help students appreciate
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These latter statements prompt one to
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### Part III: Skills and Habits To Be Deve

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### Part IV: Motivational Activities

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### Part V: Activities

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Such statements of major ideas to be gained from a unit of study stand in bold contrast to vague expressions such as:

> To enable the students to learn about early settlement of the West.
>
> To help students appreciate the hardships that the early settlers experienced.

These latter statements prompt one to ask, "***What*** early settlements?" or "***Which*** hardships experienced by *which* settlers?" The statements do not convey a clear meaning to another person who may be using the material; neither do they furnish a clear vantage point from which to evaluate students' comprehension of the ideas.

### Part III: Skills and Habits To Be Developed

State the skills to be fostered by work in this particular unit. Attention may be drawn to such items as map and globe skills; reference skills, such as using the table of contents or index; note taking; summarizing skills; and others *which are **pertinent to this unit.*** The superior unit also notes such skills and habits in the activities, thus pointing out explicitly how the learning is to take place.

### Part IV: Motivational Activities

Describe how the stage is set in motivating the students for the area of study to be explored. Suggestions for bulletin boards are appropriate, as are ideas for films or filmstrips, displays of still pictures, and questions to be used in beginning discussions with the class, and realia brought in by students and teacher.

### Part V: Activities

Suggest projects and activities by which the proposed study concepts may be gained. This portion of a unit involves more time in its execution than any other single section. It may include both reading and nonreading activities and the use of such audiovisual materials as films, filmstrips, models, specimens, field trips, and resource visitors. Each proposed activity should be explained in such detail that another teacher with another class could repeat it. Note that this is a resource unit and will contain more activity suggestions than might be used in teaching it to any one class.

## Part VI: Evaluation Techniques

Describe all the ways in which the teacher and students might determine if the proposed concepts were actually gained. Typical ways of assessing achievement would include formal teacher-made tests; checklists of attitude and behavior; anecdotal records; and pupil surveys.

## Part VII: Bibliography (Teacher and Student)

List resource books and other publications to be used by the teacher, and include those used by children in the various activities. The author, title, publisher, and date of publication should be indicated, with a brief annotation showing the nature of the content and the grade level of readability.

## Part VIII: Other Instructional Materials

Use this miscellaneous category to identify free and inexpensive material, to catalog films and filmstrips, and to note any material which does not fit into another section of the unit plan.

## Cooperative Planning Allows Students To Participate in Setting the Direction of Study

Once the written version of the unit has been completed, another level of planning is necessary. The teacher must now decide upon specific instructional techniques to be used, and upon the sequence of classroom activities for the unit. These techniques vary widely, depending heavily upon what subject matter is involved. As Horn has pointed out:

> The particular method or methods to be used in any teaching situation must be determined partly by the nature of the students and partly by the nature of the subject matter to be taught . . . . . . . . . . Consider first the dependence of method upon subject matter. That method is a function of the thing to be taught as shown in every aspect of learning: in interest, in understanding, in thinking, and in providing for retention and growth. The methods of teaching students to understand how the tepee was adapted to the needs of the Plains Indians are essentially different from the methods of teaching the problem of old-age pensions. The effectiveness of the learning of students in either case will be dependent upon the adequacy of the teacher's knowledge, his sense of the significance of the problem, his understanding of the students who are to do the learning, and his command of the specific methods that are appropriate to that unit.[28]

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If there is, then, no general method to be used in teaching the social studies, the teacher must be especially mindful of the relationship between subject matter and method. The cooperative planning approach that will prove invaluable in helping to assess what method might be used in teaching a unit. In this case, cooperative planning means that the teacher will encourage and motivate students to assist in formulating aims and methods of approach, and in determining the values to be drawn from the study. Cooperative planning in the classroom is an efficient approach if there is concern with permanent learning; if a depth of knowledge and understanding is desired from the study; and if students' motivation for social studies is considered to be an important factor in effective teaching. Several benefits for the teacher result from the use of cooperative planning:

- From the students' standpoint, it brings a sense of "This is what *I* wanted to do." rather than the feeling that "I am doing this because the teacher told me to." As every experienced teacher knows, the difference between those two attitudes means a great deal to the whole learning atmosphere of a classroom.

- Often, cooperative planning undertaken in the initial phase of a unit can clarify misconceptions early in the study when they do little harm, rather than allowing them to persist, unknown to the teacher, throughout the entire unit of study.

- Such planning by the teacher and students can reveal to the teacher the depth of understanding possessed by class members. The teacher can then decide whether the study has progressed as far as it can, or whether additional time must be spent before going on to another area of study. Being one of several ways in which the teacher assesses class progress, this assumes an evaluative function.

- There is a value in the process of planning *per se.* This is "Learning How to Learn," a legitimate part of the values sought by superior social studies teaching. If children are to gain study skills in the use of reference sources, in the art of note-taking and outlining, and in the ability to summarize what they have learned in their own words, there must be application of these skills in actual study; they cannot be learned in isolated lessons taught sporadically in the reading or language arts instructional program. These skills, in order to be mastered, must become a part of the way in which children habitually work.

## EXAMPLES OF COOPERATIVE PLANNING IN THE CLASSROOM

### Example 1: Planning a Summary of the Topic

The teacher certainly could plan to summarize for students the most important ideas studied in a unit of work. He could, after planning, present in a concise manner the most salient features covered by the students in their study. This could be accomplished in lecture form or by distributing a teacher-written summary. But how much more effective it would be if students participated in the summarizing. A superior procedure for summarizing would involve students directly. They might dictate sentences which the teacher would in turn write on the blackboard or easel chart. With these completed, the teacher and students might reorganize these statements together, eliminating those ideas which were overlapping, and putting the summary into final form. A copy might then be reproduced for each student to have in his notebook so that the material might be reviewed when necessary.

Another procedure involving student participation might be the construction of an outline of major points studied in the unit. Again, the teacher and students could write this as a cooperative project. Once completed, the outline could be used by individual students, each producing his own written summary. The main structure of each summary would thus have a common element, yet the individual summaries would vary in the supporting detail as the students differed in ability and motivation.

### Example 2: Planning for an Excursion

Cooperative planning can be used advantageously by the teacher in planning for the class to take an excursion to get firsthand information about a social studies topic. The teacher could conceivably make all the necessary arrangements and assignments. Each student might be given a special topic by the teacher to investigate during the trip and report to the rest of the class upon return. Under this arrangement, there is a minimum of direct student participation in planning the excursion.

Much more student involvement could be obtained if the decisions about assignments were arrived at cooperatively. The teacher in this instance might be a question-asker:

1. Where might we go to
   get through our reading
2. What will we be lookin
3. How can we organize
   us?
4. Who is to be responsib
5. Shall we try to take
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6. How shall we summari

Again, it is important to note that
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### Example 3: Planning a Specific

A fifth grade class had been study
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The class discussed several wa
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1. Where might we go to obtain information we have been unable to get through our reading and other activities?
2. What will we be looking for on the trip?
3. How can we organize the trip so that it will be profitable for all of us?
4. Who is to be responsible for what?
5. Shall we try to take notes during the excursion or wait until we return?
6. How shall we summarize the information?

Again, it is important to note that the students are helping make decisions about the activity to be undertaken. There are no rigid assignments laid down by the teacher; instead, the teacher and class mutually agree on tasks to be undertaken.

Example 3: Planning a Specific Activity

A fifth grade class had been studying a unit entitled, "The Pacific Coast States." They had done considerable work in reading from textbooks and supplementary reading, viewing films and filmstrips about the area, and studying maps of the region. One morning at the beginning of the social studies period, the teacher said to the class, "Earlier in the school year we studied a unit in social studies which was about our own midwestern region. Part of the information which we gathered was about one of the major economic activities of our region -- farming. In our study of the Pacific coastal region, several of you have been finding information about the kind of farming which is carried on there. I wonder how we might show, for someone who might be interested in what we are doing in our class, the differences between the types of farming done in the state of Washington and in our own state of Iowa?"

The class discussed several ways of portraying the two different types of farming. One student suggested that it might be appropriate to write paragraphs outlining the differences in soil types in the two regions, the differences in the growing seasons, and the types of crops raised because of these differences. Then, she suggested, appropriate captions might be written and the material placed on a bulletin board.

Another student suggested that it might be more effective if two or three students were to draw pictures for display, depicting the crops raised in the two places. Another student added that perhaps such pictures would be best placed in a booklet entitled, "Crops in Iowa and Washington", to be displayed on a table at the back of the room.

Yet another student said that a bar graph showing the production of several different crops in the two places would best illustrate the differences. Among the crops suggested for comparison were wheat, corn, apples, and potatoes. Another student suggested adding the production of cattle and hogs to show why corn production is so high in Iowa.

The teacher said, "We have had three very good suggestions for ways to show what we have found out about differences in farming in these two states. Now, which of these ways would be *best*; which one could get across the ideas so that the person who sees our work will remember it longer?" The class discussed the choice at length and eventually decided that the bar graph with an appropriate eye-catching title would be best. Discussion continued to include details of the project. Finally, a group of three students was appointed to complete the work, and instruction proceeded to another phase of the unit.

As in the other two illustrative situations, there was no arbitrary assignment by the teacher; instead, the suggestions for approaches came from the students, and the ultimate choice of the activity to be undertaken rested upon their own discussion directed by the teacher.

## A Problem-solving Approach Involves Much Cooperative Planning

The term *cooperative planning* is used in a general sense referring to the approach taken by a teacher and a class to the work of a social studies unit. It does not in any way prescribe a sequence of activities to be undertaken; nor does it indicate any particular organization of learning activities. Now emphasis is placed on a final stage of planning -- the internal organization of the unit of work. One idea which has received wide attention over many years is the *problem approach.* As is true with many methodological approaches, many variations of it have appeared in actual practice.[29] Regardless of minor variations, the major dimensions of the problem approach are clear:

> **Problem-solving is a search. It is a product of being frustrated or blocked in one's advance toward a goal. Such frustration evokes *feelings* – anger, wonder, excitement, enthusiasm, urgency – with all the accompanying behaviors. Problem-solving is a challenge. How shall we proceed? This**
> way? That way? *If* we choose this o
> thinking. Often it is a series of explor
> sharing results. We talk it out, som
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> *hypothesizing, experimenting, eva*
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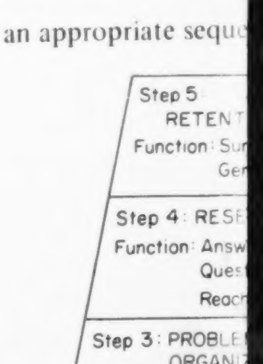

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> way? That way? *If* we choose this one, what them? It demands "if-then" thinking. Often it is a series of explorations and the resultant sociability of sharing results. We talk it out, sometimes quite heatedly as convictions slowly retreat or are revised in the face of the evidence. We learn by ***hypothesizing, experimenting, evaluating,*** and finally ***testing*** our conclusions in the action.[30]

The superior feature of the ***problem approach*** is that it brings about more effective learning because pupils have an opportunity to participate actively in discovering and exploring problems that are both interesting to them and important to the understanding of social studies. Soliciting pupil activity in a unit does not mean that student interest is the sole basis for selecting units. It does mean, however, that the plan for units taught should indicate how student interest and enthusiasm can be fostered for the study.

A unit using the ***problem approach*** to instruction must contain problems which will stimulate the students to search for answers and to evaluate the material used, to find answers. Identifying problems to be investigated is a functional part of the pupils' activities in the unit. The teacher is a leader in creating initial interest and in guiding the pupils' attempts to identify and solve the problems.

Figure 4 illustrates an appropriate sequence using the ***problem approach:***

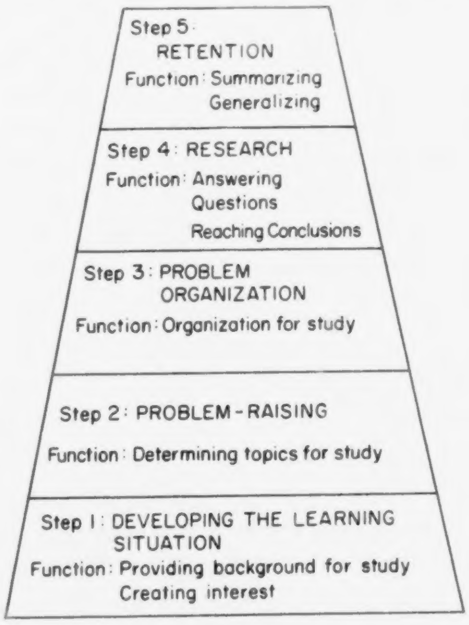
Step 5:
RETENTION
Function: Summarizing
Generalizing
Step 4: RESEARCH
Function: Answering
Questions
Reaching Conclusions
Step 3: PROBLEM
ORGANIZATION
Function: Organization for study
Step 2: PROBLEM-RAISING
Function: Determining topics for study
Step 1: DEVELOPING THE LEARNING
SITUATION
Function: Providing background for study
Creating interest

**Figure 4**

Special attention should be given at this point to the role of the teacher in using the *problem approach*. Shaftel and others have vividly contrasted the teacher's role in using this type of methodology with other methodology commonly employed:

> This procedure is contrary *to* the typical emphasis in elementary programs on habitual behavior, with its emphasis on drill and repetition. In too many classrooms the "right answers" and coverage of many facts are the main values sought. When teachers reward mainly "right answers", children cannot afford to be wrong. They focus upon learning the answer, not on a search. They are too busy finding out what the teacher wants them to learn!
>
> The teacher, by the same token, so values "right answers" that he hears only "right responses" and, by so doing, cuts off the wide exploration and creative questioning so basic to the development of problem-solving thinking This same *teacher* may tend *to* look upon the coverage of many facts as learning and is therefore so focused on covering ground that he feels he cannot afford to take the time required for hypothesizing, searching, and testing out an idea.
>
> Teachers need to be convinced that this *process* of search is as important as the answers -- the *products.* They must so value the *zest* of this search that they welcome the accompanying muddling and, frequently, "busy" disorder.[31]

The role of the teacher, then, is obviously not one of an answer-giver in the research phase of study. Instead the teacher will ask questions and keep the work moving. The teacher must also provide sources for study, see that progress is checked at frequent intervals, and insure that information from individuals and groups is shared with the rest of the class. In all, the teacher might best be described as a *resource person* whose task is to help guide the learner to learn for himself. It is through this process of search that the student learns *how* to learn.

## The Problem Approach in Action: an Example

As Miss Henry worked with her fifth grade class on completing a unit of study about the colonial period of history, she prepared materials for the next unit of study, "The Westward Movement in the United States." She dismantled the large bulletin board which had been used to post samples of reports on various phases of colonial life and constructed this new bulletin board:

"The United States of 1804", show
major rivers of the eastern part, an
union. All parts north and west
question mark is all that is to be see

On the display table under the bu
materials:

Adams, Samuel Hopkins. *Wagons t*
Winston Company, 1954.

Buehr, Walter. *Westward: With Am*
1963.

Emerson, Caroline. *Pioneer Childre*

Kjelgaard, Jim. *The Coming of the*
1953.

Moyers, William. *Famous Heroes of*
Dunlap, 1951.

Wilder, Laura Ingalls. *Little Hous*
1953.

On the morning after concluding the
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1804. Why do you suppose I put the q

Several students responded to the
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The teacher continued, "Why do yo
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"The United States of 1804", showing the major cities in the eastern part, major rivers of the eastern part, and the states that were then part of the union. All parts north and west of St. Louis are entirely blank. A large question mark is all that is to be seen in this area.

On the display table under the bulletin board, she placed the following materials:

Adams, Samuel Hopkins. *Wagons to the Wilderness.* Philadelphia: John C. Winston Company, 1954.

Buehr, Walter. *Westward: With American Explorers.* New York: Putnam, 1963.

Emerson, Caroline. *Pioneer Children.* Boston: D. C. Heath, 1959.

Kjelgaard, Jim. *The Coming of the Mormons.* New York: Random House, 1953.

Moyers, William. *Famous Heroes of the Old West.* New York: Grosset and Dunlap, 1951.

Wilder, Laura Ingalls. *Little House on the Prairie.* New York: Harper, 1953.

On the morning after concluding the unit on life in colonial times, Miss Henry began the class period by saying, "I have noticed that several of you have been looking at the new bulletin board and have been doing some reading in the books that I put on the table. I thought that this morning we might begin to discuss what will be our new unit in social studies, which will be a study of that part of the bulletin board about which there seemed to be some question in 1804. Why do you suppose I put the question mark where it is?"

Several students responded to the question. The responses ranged from the comment, "There wasn't anything there then", to the statement, "It's blank because the people who lived in our country then didn't know what that part was like."

The teacher continued, "Why do you suppose the date of 1804 is part of the title of the bulletin board? What makes that date significant?" The students were unable to come up with the significance of the date. The teacher turned to the blackboard, wrote the date 1804 on it, and replied, "Let's put this date on the blackboard so that we can remember to include it in the things to look for as we go ahead in our unit. Now, I imagine that several of the people in our class have visited this part of our country on vacation trips. How many of you have?" About half of the class raised their hands. "What do you remember about where you visited?" asked Miss Henry.

The class responded enthusiastically, citing their visits to the Black Hills region of South Dakota, to the Rocky Mountains, and to the coastline of the Pacific Ocean. After about 10 minutes of sharing information from vacation trips, the teacher interjected, "Now, what you have been talking about are particular places you have been in this territory we are going to study. Would those places have been there at the time we have noted on the bulletin board?"

The class was undecided about this question, some thinking that the intervening years may have changed the landscape and others believing that it would probably be about the same.

Miss Henry then said, "Let's suppose for the moment that most of those places probably did exist then; we can check to be sure later. Maybe instead of being interested in those particular places, we ought to consider what the region was like in general." She turned to the map rack on the wall beside the bulletin board and pulled down a physical map of the United States. The map showed no political boundaries. "Who can show us on this map the territory that is blank on our bulletin board?" she asked. The territory was identified correctly after several attempts.

The remainder of the period was spent raising several hypotheses about the territory west of the Missouri River:

> It probably is very cold there in the winter.
> It may be cool in the summer.
> There are lots of mountains there.
> There may be lots of trees growing there.
> There should be many wild animals living there.

These were placed on the blackboard under the date 1804 and left for future use.

On the second day of instruction, Miss Henry returned to the hypotheses raised the day before. Some of the students had meanwhile discovered that the date of 1804 might have been used because that was the date Lewis and Clark began their expedition to the land west of the Missouri River. This was noted as a possibility. The physical m
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To begin the third day of instruction, Miss Henry commented, "I think that you have done a very good job raising some important points that could possibly be true about this part of our country in 1804. We seem to have done enough work now that we might be ready to raise what we think are important problems to study in our unit. Who has something that he thinks is important enough to include on our list?"

The students began to raise questions. The teacher wrote them on the blackboard and appointed a recorder to begin copying the list so that the space could be used for other material. This activity continued into the fourth day of instruction in the unit.

The question-raising activity ended on the fourth day of the unit. At this point, the questions were reorganized into a more orderly form. By the end of the fifth day, the job of organization had been completed with an outline form dictating the major categories of questions. Examples from the final list included:

I. THE LAND
   A. What kinds of major landforms were found in this territory?
   B. Was the land good for growing things?
   C. Was there plenty of water for growing things?
   D. Was it hard to travel in this land?
   E. What was the weather like here?

II. THE PEOPLE
   A. Were there any people living here? What were their names?
   B. If there were people, what did they do for a living?
   C. Did the people live like the colonists did?
   D. What kinds of food, clothing, and shelter did the people have?
   E. Did the people get along with each other, or did they fight?
   F. What were some of the customs of the people?

III. LIVING THINGS
   A. What kinds of animals and birds lived there?
   B. Did the people use the animals and birds?
   C. Did the people grow crops as the colonists did?

D. Did the people use the trees to make houses?
E. Were there fish in the rivers and oceans?

Other sections were added to the outline, and, when it was complete, specific responsibility for each area of study was determined. Individuals volunteered for some areas; two small groups were constituted to investigate two groupings of questions which were broad in scope.

A group of students previewed the film, *The Journals of Lewis and Clark* (Encyclopedia Britannica Films), for one of the first whole-class activities. The students prepared, with help from the teacher, a short study guide for the entire class to use while viewing the film. The film was viewed and discussed. Because of its length (27 minutes) and complexity, the film was viewed a second time in order to fill in details missed during the first showing. The route which was followed by Lewis and Clark was traced on the blank bulletin board map, and historic spots were labeled.

The class then turned its attention to the physical terrain encountered by the Lewis and Clark expedition. Individuals gave oral reports based on their reading. Wall maps and maps in textbooks were consulted to verify other sources of information. The information gathered about physical terrain was then used to determine what effect the landscape had upon the people of the region -- the Plains Indians. Major tribes were identified and their territories labeled on the bulletin board. Their culture was studied through reading materials and pictures. The whole class contributed to a written summary entitled, "The Life of the Plains Indians Before the White Man Came."

The class next considered the coming of the first white settlers -- the mountain men. The rugged life of the fur trappers and traders was studied through episodes in the lives of such men as John Colter, Jedidiah Smith, Kit Carson, and others. The American system of fur trading, in which individuals trapped for a season, then dealt with a buyer once a year, was contrasted with the British system of establishing forts to which the Indians brought their furs.

The teacher stimulated interest in studying the first permanent white settlers of the West by reading aloud to the class from *Children of the Covered Wagon* by Mary Jane Carr (Crowell Publishing Company, New York, 1957), a story of a wagon train that left Independence, Missouri in 1844 for the Willamette Valley. This vivid account of the trail west furnished much information in answering questions students had raised about the white man in the West. As a summary
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The unit was concluded with a short study of selected cities of the American West of 1890. Typical occupations, kinds of stores and homes that were there, and the cost of living were all a part of the study. Also studied in this connection were the boom towns that had sprung up because of gold strikes in the Black Hills and in California. As a culminating activity, the class completed the bulletin board by adding states that had entered the Union by 1890, then identifying major population centers, and noting the products which this region was contributing to the national economy by 1890.

## Grouping for Instruction in Social Studies Helps in Meeting Individual Differences

While educators have tried, through various organizational plans to narrow the range of individual differences found within a classroom, it is now recognized that such ideas can only moderately reduce this range. Thus, teachers can expect to find differences in any class of children and must consider these differences when planning for instruction.

In a reading period, it is an accepted practice to work with children on an individual and small-group basis. In social studies, however, it is a common practice to have the entire class read from a social studies textbook probably suitable for only one-third of the class and either too easy or too difficult for the rest of the children. In social studies, grouping holds promise both in terms of providing for individual differences and in terms of being a realistic classroom procedure.

Children working together in groups have the opportunity to learn from one another. Grouping can be especially beneficial for the slower learner who can observe the correct study habits and be stimulated by the ideas of more capable students. When placed with only a few individuals, a slower learner is more likely to become actively involved in discussions. Assistance is easily obtainable when it is needed; thus, the slower learner, rather than just giving up, may be motivated to work harder. All children learn to work together. With a variety of resource materials and learning activities, all can be challenged and experience success.

Teachers are sometimes hesitant to work with classes that have been divided into groups. There is the fear that discipline problems will arise and that the children will waste time fumbling around, not knowing what to do. Just as the study skills are learned, so are the skills of group living and group processes. Children need guidance, practice, and evaluation if they are to develop the skills of working together.

It is best if children and teachers grow into grouping. It is suggested that groups not be used until the teacher has had time to know the children, their abilities, and interests. It is likely that the teacher will begin by using only one or two groups, each consisting of three or four students, while the rest of the children study by themselves. These beginning groups will consist of students the teacher feels are ready for group work. The success of the few groups will likely lead to the formation of other groups, ultimately involving the entire class.

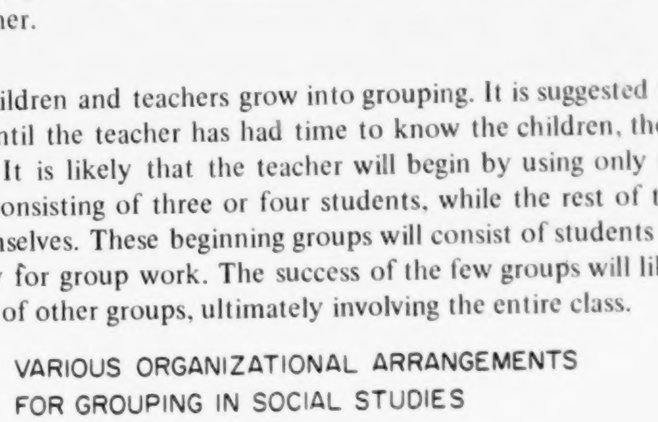
VARIOUS ORGANIZATIONAL ARRANGEMENTS
FOR GROUPING IN SOCIAL STUDIES
Individual Group Method
Group 1 level 1 level 2 level 3
Group 2 level 1 level 2 level 3
Group 3 level 1 level 2 level 3
Like Group Method
Group 1 level 1
Group 2 level 2
Group 3 level 3
Diverse Group Method
Group 1 topic 1
Group 2 topic 2
Group 3 topic 3

**Figure 5**

The use of groups may be i
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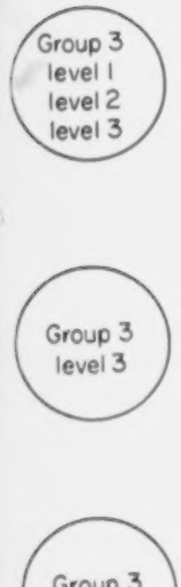

The use of groups may be introduced through the *Individual Group Method*, as shown in Figure 5. The entire class studies the same content, but the study is done on three levels. The levels vary from one another in the vocabulary, concepts, and enrichment activities that are employed. The class is divided into three groups, each group consisting of at least one child of above-average mental ability, one of average mental ability, and one of below-average mental ability. Each child receives the mimeographed study guide material appropriate to his ability level and proceeds to complete his assignment. While the children are working in their groups, the teacher circulates from group to group giving any assistance that is needed. Each group has a chairman to lead the discussion that follows within the group, and to report on the group's learnings to the rest of the class. Newspaper clippings, supplementary reading books that contain relevant information, and articles from current children's or adult periodicals may be used to supplement the text.

From the *Individual Group Method* the teacher may move to the *Like Group Method*. With this method, the groups are larger and consist of students of like interests and abilities. Each group studies the same topic, but the materials used, the methods of study, and the manner of presentation vary from one group to another depending upon the ability and interests of the children. Although the teacher may suggest modes of study and ways in which the groups may present their findings to the class, the activities are less teacher-directed than with the *Individual Group Method*. One group may elect to present its findings in the form of a chart, others in murals, oral reports, panel discussions, maps, or whatever manner they decide.

The teacher might proceed to another form of grouping, the *Diverse Group Method*. Here the groups are composed of children of varying interests, abilities, and social attitudes. Thus a group may consist of a person with artistic ability, one with leadership qualities, two fluent readers, and a child with mechanical ability. After the teacher and the class have discussed a particular problem or topic for study and have divided it into parts for group work, each group selects a part for study. The members proceed to seek the solution to the problem, allocating work according to their various capabilities. Students use many materials and engage in various activities before completing their study.

Teachers who have experienced success in working with groups often attribute much of their success to the development of group standards. Standards, such as the following, should be developed with the children:

- Members choose topics in which they are interested.
- Members always keep the main purpose of the group in mind.
- The project is carefully planned.
- The chairman is fair and urges all members to contribute ideas.
- Contributions of all members are appreciated.
- Work is distributed among the members.
- Each member understands what he is to do.
- The recorder keeps notes of the group's plans and accomplishments.

The standards will vary from one class to another. It is important that they have meaning for the group. Thus, class-developed standards are preferred to those that have been produced commercially in chart form. Because the leader is very important to the success of the group, it is especially worthwhile to spend sufficient time discussing his responsibilities and the responsibilities of the members working with him.

Although grouping offers excellent opportunities for learning, there will be times when the teacher will find it best to work with the class as a whole. Appropriate whole-class activities would include field trips, demonstrations, films and filmstrips, resource speakers, dramatizations, displays, exhibits, choral readings, and recordings. The class would also be together for the introduction to a unit and the culmination of the unit. In classroom practice, group activities alternate with whole-class activities. At first, any necessary directions are given, and all of the children engage in class planning. Group work begins. From time to time, planning and evaluating sessions are needed, involving all the children. As one group is ready with a specialty report or a panel discussion, for example, the children meet as a whole class.

## Other Materials And Approaches Are Also Used To Meet Individual Differences

Grouping is but one of the ways in which teachers attempt to adjust instruction for different ability levels in an elementary social studies classroom. Teachers are faced with the problem of providing adequately for the diverse interests, abilities, and talents that exist in each and every classroom. It is impossible to provide for these individual differences through uniform assignments and whole-class teaching.

There are a number of procedures the teacher may follow in meeting the needs of individuals in a social studies clas

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of individuals in a social studies class.

1. **Obtain a wide variety of reading resource material.**

   a. Search the classroom carefully. Appropriate library books may have gone unnoticed. Old reading books that have been taking up space may also make a contribution. Readers usually contain units on people of other lands, our neighbors to the South, early Americans, myths, world heroes, and others that are related to the social studies. Outdated children's periodicals often have stories, poems, music, and activities which will fit into the social studies program. Old social studies texts contain facts and figures which can be compared with those found in up-to-date materials.

   b. A variety of reading materials may be obtained from the school library or from the public library. Many libraries will allow teachers to check out generous quantities of books for extended use in their classrooms. Children should be encouraged to use their own library cards to obtain material.

   c. Free and inexpensive materials should be secured. Two excellent catalogs for such materials are: ***Educators' Guide to Free Social Studies Material***, published by Educators Progress Service, Randolph, Wisconsin 53956; and, ***Free and Inexpensive Learning Materials***, Division of Surveys and Field Services, George Peabody College for Teachers, Nashville, Tennessee.

   d. Adult magazines such as ***Life***, ***Look***, ***National Geographic***, ***American Heritage***, ***Travel***, and ***Holiday*** often contain useful and appropriate materials for use in social studies. A file of newspaper articles grouped under the topics that are studies can prove to be a useful addition to study materials for students. To make useful articles last longer, they may be pasted to tagboard or dry mounted to preserve them for prolonged future use.

   e. Local industries and places of business may also have materials suitable for use in the classroom. The following may be helpful: the telphone company, electric company, dairy, automobile dealers, and post office.

f. Poetry and literary selections will also be useful in teaching the social studies. Anthologies used in college courses in children's literature contain legends, fanciful tales, poetry, and stories that could be used with the students.

g. Rewritten material to fit the reading level of students may be another avenue of individualizing instruction within the social studies classroom.

2. **Make use of experience charts**
Although teachers often associate experience charts with the primary grades, they hold potential for helping the intermediate grade student who is having trouble with the reading of social studies material. Have the student dictate the material he has learned. Record his thoughts on newsprint, on the blackboard, or in a notebook. The material that is recorded might have come from a film or filmstrip, a discussion, a resource visitor, or other sources. The student has to re-think what he has seen or heard and put it into his own words. The printed copy of his thoughts allows the student to have his own book that he can read and understand.

3. **Individualize written assignments.**
In a study of explorers, the slower learner may read a simple account of Columbus' voyage, another child may read a more difficult account and list the risks Columbus took when he set sail, another child may draw parallels between Columbus' voyage and that of John Glenn's, another child may read current newspapers telling about recent space exploration and prepare to report on them. The slower learner's assignment would be short, probably only two or three pages, followed by a few simple questions.

4. **Individualize the questions used throughout the social studies.**
The common practice is to emphasize factual questions when working with the slower learner. Facts are sometimes reviewed again and again in an effort to help the slower learner retain them. Social studies offer fine opportunities to go beyond the factual (memory) level of questioning. For example, the students might be discussing the routes used in the Westward Movement. A teacher satisfied with

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hild may read current newspapers telling
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ent would be short, probably only two or
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**ns used throughout the social studies.**
is to emphasize factual questions when
learner. Facts are sometimes reviewed again
help the slower learner retain them. Social
rtunities to go beyond the factual (memory)
r example, the students might be discussing
estward Movement. A teacher satisfied with

mere facts would be content if the students could name the routes. However, even the slower learner could be expected to respond to: "Which route would you have taken to Sacramento? Why?" The question is short, the words are simple, and there is personal involvement. A more capable student could be asked: "What has become of these routes today?" The student could conduct research in books and maps before answering the question. It is important that all children learn to summarize, draw conclusions, make comparisons, and engage in types of thought questions that will be facing them throughout life.

5. **Try simulation techniques.**
   Students may have difficulty understanding a concept by merely reading about it. Understanding may be furthered through simulation. For example, a rudimentary notion of mass production can be shown in the primary grades by making gingerbread men. In one group of children, each individual frosts the cookies, putting in eyes, nose, mouth, and buttons with frosting and raisins. The other group can divide the work, with one person putting two drops of white frosting for the eyes, another putting the two raisins in place, and another putting the red frosting for the mouth, and so forth. The children can see which is the faster method. Through simulation techniques intermediate grade children can learn about such topics as inflation, the problem of landlocked nations, and Congress in action.

6. **Use role-playing or sociodrama.**
   For the child with reading problems, films offer a manner of presentation that can be understood. *Paper Drive*, *Clubhouse Boat*, and *Trick or Treat* (Churchill Films developed by Fannie and George Shaftel) are cut-off films. They present a problem and leave it unsolved. Through role-playing, the children supply alternative endings and discuss the possible solutions to the problem. This is a technique that is appealing to most students. Unfinished stories offer similar opportunities and may be role-played. For example, "How do you think the farmers felt when the early railroads crossed their lands? You are a group of farmers, seated around a potbellied stove in a general store. Let us hear what you are saying about the railroads crossing your land." Or, the role-playing situation might involve a farmer who will not sell his land to the railroads. He is

talking to a railroad agent who threatens to obtain the land by condemnation proceedings. The students would be expected to think about how each person felt and state reasons for their feelings. As a related activity, although not role-playing, another student might investigate current and similar problems: the trouble that sometimes has arisen between farmers and builders of interstate highways or between landowners and urban renewal developers.

7. **Have a wide variety of activities.**

   a. Debates, panel discussions, and adaptations of television games offer an opportunity for a *new view* rather than a *review* of important facts and concepts.

   b. Children studying their own community might make a silent movie, showing places of interest in their community, and write an informative booklet to go with it.

   c. It is comparatively easy to make 35mm slides for use with a tape-recorded dialogue explaining each slide. The slides might consist of simple photographs of murals and maps, of children in costumes, and so forth. Phonograph records can be used to give the tape a more professional touch.

   d. "What if" questions and situations allow for creativity: "How would the settlement of the Midwest have been changed *if* the Mississippi River flowed east-west rather than north-south?" "What kind of climate would the western United States have *if* there were no Rocky Mountains or Sierra Nevada Mountains?" "*What if* the Spanish rather than the French and English had explored and settled Canada?"

   e. Most children enjoy creative writing. Have the pupils write a Pilgrim boy's diary or letters between cousins during the Civil War. Ask the pupils to imagine themselves as a news reporter at the ceremony celebrating the laying of the Transcontinental Railroad, as a drummer boy at Valley Forge, or as a girl crossing Donner's Pass in a covered wagon. Other periods of history and different lands offer stimulating writing possibilities.

   f. Creative interviews add new interest and perspective to history. Use the "you-are-there" approach, and have the children write of their experiences. Students might imagine they are interviewing George Washington, Benjamin Franklin, Woodrow Wilson, and so forth. The interview should be

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limited to a definite situation, such as interviewing Washington immediately after the surrender of Lord Cornwallis. Students might conduct a "man-on-the-street" interview during one of the critical periods of history, such as the Gold Rush or the stock market crash of 1929. The interview could be tape-recorded.

g. Crossword puzzles help children to develop vocabulary and recall information. Booklets of geographical and historical puzzles can be purchased, or puzzles can be made by the teacher or students.

8. **Make use of study guides.**

Study guides can be developed to incorporate different activities and to fit different learning situations. When questions are used and answer sheets are made available upon completion of the activity, learning becomes self-directing and self-correcting. Study guides can be used individually by a pair, or by a team of students. When the team approach is used, the response may be oral with one team member checking on another. Study guides are particularly helpful in teaching the study skills -- selecting main ideas, taking notes, outlining, reading charts and graphs, and related skills.

9. **Employ programmed materials.**

Somewhat similar to the study guide materials that teachers can develop are the commercially-produced programmed materials. Although most of the commercial materials are intended for use with the total class, they can make a valuable contribution to learning through individualized instruction. Material that has already been presented by the teacher can be reviewed or retaught using programmed material.

There are several sets of programmed materials that provide instruction in the study skills. The kits use much the same color-coded, sequential approach employed in the more commonly used reading-laboratory materials. The programs consist of materials to teach basic concepts, study-exercise materials, and self-checking devices. An organizing and reporting kit contains a program designed to provide instruction in reporting, note-taking, and outlining. A companion set of materials is a graph and picture skills program that includes skills in interpretation and application of graphic materials such as photographs, editorial cartoons, diagrams, charts, and the like. A general social studies skills-kit helps answer the needs of many pupils for individualized instruction in social studies reading skills. The general kits are designed to teach specific skills, such as interpretation, judging relevancy and significance, verifying accuracy, and finding and organizing ideas at reading levels 3 - 9.

10. **Try pupil specialty reports.**

In the pupil specialty the student learns all he can about a specific area, topic, or project. As the student uses a wide variety of resource materials in his in-depth investigation and presents his findings in an oral-visual report, he develops proficiency in research, organization, and presentation skills. Especially suitable with children in the intermediate grades, the pupil specialty offers intellectual stimulation to all students. Differences in learning rates and levels of ability can be accommodated by differentiating the assigned topics.

11. **Make wide use of audiovisual materials.**

a. Films and filmstrips are excellent for building background and broadening experiences of all students. They can be used very effectively to introduce a unit, to enrich learning in the developmental stage of a unit, and to summarize learnings in the culminating phase of a unit. The use of many visualizations is helpful to the slower learners who are probably handicapped in their social studies learning by the lack of reading skills. With filmstrips the slower students benefit from the pictorial approach, as well as from listening to or reading aloud the filmstrip captions. Silent filmstrips used with small individual projectors provide opportunities for individualized study. With a full-size projector a small group of children can use silent or sound filmstrips in conjunction with study guides or pupil-specialty activities. Self-threading 16mm projectors equipped with earphones become learning centers in the classroom. Up-to-date films provide current information about peoples throughout the world. Some of the new audiovisual materials deal with contemporary issues and present information to encourage the identification of study problems. Such materials have much appeal in the inquiry approach to social studies.

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historic events. Compact, light in weight, and simple to operate, the 8mm cartridge projector is particularly valuable as a tool for individualizing instruction. Because the problem of threading has been eliminated, the projector can be used easily by pupils in the classroom or at home.

b. Many sets of study prints are being produced commercially. A typical set consists of a related collection of large full-color pictures centered on a particular topic. Some sets include lesson plans with lists of correlated activities and materials. Available on topics often covered in primary and intermediate grades, the study prints may serve as an excellent focus for discussion. While geared for use with pupils of all ability levels, the prints are especially appropriate for the slow learner, retarded reader, and nonverbal child. Slow learners and poor readers may use the prints for independent research, studying them carefully and recording their findings on tape.

c. Through records children can learn to appreciate the cultures of other peoples. From records children can learn about the language and music of other lands. Dramatizations of historical events can give a *You Are There* approach to the social studies.

d. A tape recorder can aid the teachers in providing for individual differences. Information may be recorded for children to hear. Study lessons can be recorded in much the same way that a teacher formulates written study guides. Directions are given on tape. Children are then told to turn off the recorder, and discuss the questions that are on the tape. Their discussion is also recorded.

e. Multi-media kits are particularly effective in meeting diverse learning needs. These rather complete learning resource packages contain a variety of audio and visual media, printed materials, artifacts, and other learning tools.

Rather than having to procure a variety of materials from several locations, the teacher can readily obtain a single multi-media kit relating to the study topic. Although teachers appreciate the ease of obtaining the material, the greatest value of the multi-media kit lies in its contribution to individualizing instruction. Although multi-media kits are available commercially, some school media centers have begun to develop their own. Teachers have found it relatively easy and very worthwhile to develop the kits. For study of a certain period in American history, a teacher might assemble a kit containing an actual letter or reproduction of a letter written at the time; paintings and photographs of events; stories by persons who lived during the period; a phonograph record of a speech being given by an important person of the day; pictures of homes and home furnishings, clothing, forms of communication and transportation; fiction based on the period; 16mm films and filmstrips; old textbooks; a ballad of the period; stamps; currency; and other artifacts.

# IV. Resources for Planning: Experimental Programs and Projects

- **What Experimental Programs Ha**
  - **How May They Be Used i**

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social studies program in its school di
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project materials draw most heavily:

1.0 Anthropology
2.0 Civics – Government
3.0 Comprehensive (Involvi
4.0 Conservation
5.0 Economics
6.0 Geography
7.0 World Affairs
8.0 World Cultures

Each entry includes a summary of t
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- **What Experimental Programs Have Been Developed?**
  - **How May They Be Used in Revising the Social Studies Curriculum?**

One of the greatest resources a curriculum committee may use in updating the social studies program in its school district is the pool of experimental programs and projects undertaken in the last few years. While it would be unwise to adopt an experimental program developed in another school district without careful and critical examination of its contents, these programs have many innovative features which are well worth consideration when making a curricular change.

At present, there are more than 50 special projects in the social studies, many of which are supported by the U. S. Office of Education or the National Science Foundation. Although the projects included in this volume differ widely in the kind and scope of materials they produce and in the disciplines they represent, all are concerned with finding better ways to teach social studies. The objectives of the projects can generally be clustered under three general headings:

- The development of inquiry skills (critical thinking)
- The development of attitudes and values
- The acquisition of knowledge

Each project probably contains elements of all three objectives, although it may concentrate more heavily on one aspect.

The projects have been organized under the social science field from which the project materials draw most heavily:

1.0 Anthropology
2.0 Civics – Government
3.0 Comprehensive (Involving Two or More Social Sciences)
4.0 Conservation
5.0 Economics
6.0 Geography
7.0 World Affairs
8.0 World Cultures

Each entry includes a summary of the purposes and materials of the project as well as the source to be contacted for further information.

It is suggested that a study of a few selected projects be undertaken during or shortly after the self-evaluation phase of a curriculum project. Such a study would allow the reviewing group a contrast with the current curriculum in elementary social studies and would provide a broad perspective of the social studies program.

The following classification chart has been prepared to facilitate the search for projects pertinent to a particular revision program. It lists by discipline and grade level indicates the grade levels within the entire developmental program. Materials for all grade levels, may not be available as yet, even though eventual development is planned.

Curriculum workers interested
will find the pertinent projects
indicates that materials from
the Iowa Department of Publ
Moines. For example, those in
grades will find that there are
5.1 and 5.3. Descriptions of
Economics classification.

### Classification Chart
### For Experimental Programs And Projects

Intended Grade Level

| Topic | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| x<br>1.0<br>ANTHROPOLOGY | 1.1* | 1.1* | 1.1 | 1.1* |
| 2.0<br>CIVICS-GOVERNMENT | 2.1* | 2.1* | 2.1* | 2.1* |
| 3.0<br>COMPREHENSIVE | 3.1, 3.2, 3.6, 3.8, 3.9, 3.11, 3.12*, 3.13 | 3.1, 3.2, 3.6, 3.9, 3.11, 3.12*, 3.13 | 3.1, 3.2, 3.6, 3.9, 3.11, 3.12*, 3.13 | 3.1, 3.2, 3.3*, 3.4, 3.6, 3.9, 3.11, 3.12, 3.13 |
| 4.0<br>CONSERVATION | 4.1 | 4.1 | 4.1 | 4.1 |
| 5.0<br>ECONOMICS | 5.1, 5.3* | 5.1, 5.3* | 5.1, 5.3 | 5.1, 5.2 |
| 6.0<br>GEOGRAPHY | 6.1 | 6.1 | 6.1 | |
| 7.0<br>WORLD AFFAIRS | 7.1, 7.2 | 7.1, 7.2 | 7.1, 7.2 | 7.1, 7.2 |
| 8.0<br>WORLD CULTURES | 8.1, 8.2, 8.3 | 8.1, 8.2 | 8.1, 8.2 | 8.1, 8.2 |

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Curriculum workers interested in a given grade level for a particular discipline will find the pertinent projects listed in that category. An asterisk by the project indicates that materials from that project are available in the Media Section of the Iowa Department of Public Instruction, Grimes State Office Building, Des Moines. For example, those interested in an economic emphasis in the primary grades will find that there are two projects concerned with this topic: projects 5.1 and 5.3. Descriptions of these may be found by looking under the 5.0 Economics classification.

Classification Chart
For Experimental Programs And Projects

Intended Grade Level

| 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|
| 1.1* | 1.1 | 1.1* | 1.1* | 1.1 |
| 2.1* | 2.1* | 2.1* | 2.1* | 2.1* |
| 3.1, 3.2, 3.6, 3.9, 3.11, 3.12*, 3.13 | 3.1, 3.2, 3.6, 3.9, 3.11, 3.12*, 3.13 | 3.1, 3.2, 3.3*, 3.4, 3.6, 3.9, 3.11, 3.12, 3.13 | 3.1, 3.2, 3.3*, 3.4, 3.5, 3.6, 3.7, 3.9, 3.10, 3.11, 3.12, 3.13 | 3.1, 3.2, 3.3*, 3.4, 3.5, 3.6, 3.9, 3.11, 3.12, 3.13 |
| 4.1 | 4.1 | 4.1 | 4.1 | 4.1 |
| 5.1, 5.3* | 5.1, 5.3 | 5.1, 5.2 | 5.1, 5.2 | 5.1, 5.2 |
| 6.1 | 6.1 | | | |
| 7.1, 7.2 | 7.1, 7.2 | 7.1, 7.2 | 7.1, 7.2 | 7.1, 7.2 |
| 8.1, 8.2 | 8.1, 8.2 | 8.1, 8.2 | 8.1, 8.2 | 8.1, 8.2 |

## 1.0 Anthropology

### 1.1 The University of Georgia Project

*The Anthropology Curriculum Project* at the University of Georgia is under the direction of Dr. Marion J. Rice and Dr. Wilfred C. Bailey. The project develops and tests instructional materials in anthropology for pupil and teacher use in grades 1 - 7. Materials are developed on the assumption that any field of knowledge, such as anthropology, consists of a system of concepts used to express ideas and describe relationships. An understanding or mastery of any field of knowledge begins with an understanding of the concept system, the meaning of which expands and develops as the knowledge of the discipline is extended. Material is developed in a primary cycle, grades 1 - 3, and an intermediate cycle, grades 4 - 7. Concepts introduced in the primary cycle are repeated and enlarged in the intermediate cycle. The theme for grades 1 and 4 is "The Concept of Culture." The grade 1 approach is essentially one of ethnographic description with emphasis on oral presentation by the teacher and the use of picture text by the pupils. The three ethnographies developed are American, Kazak, and Arunta. The topics are:

- How We Study People
- Economic Aspects of Housing, Material Culture, and Earning a Living
- Social Organization -- Family and the Community
- Religion.

The theme for grade 4 repeats the topic, How We Study People, but emphasizes the development of anthropological constructs.

The theme for grades 2 and 5 is "The Development of Man and His Culture." The units at both grade levels include a chapter on archeological methods. In addition, grade 2 has a chapter on New World Prehistory. This presents Indian life in five stages of cultural development and is designed to correct the stereotypes of Indians as hunters and warriors. The grade 2 textbook is a picture text with descriptive captions and commentary. The grade 5 unit, in addition to the chapter on archeological methods, contains chapters on evolution, fossil man, and old world prehistory. The grade 5 material is mainly text material for student reading. The materials come in the form of teacher background-books, teacher guides, pupil texts, and pupil workbooks. In addition to the usual text materials, a programmed text, *Archeological Methods*, has been prepared for use in grade 5. *Basic Methods i*
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Materials are available for
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## 2.0 Civics — Governn

### 2.1 The Lincoln Filene Ce

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in grade 5. *Basic Methods in Archeology: How We Learn About the Past*, a 16mm color film on archeological methods, is included for use in grades 2 and 5. Materials are available for purchase in either sample sets or field orders. Information and brochures may be obtained from the project office at Fain Hall, University of Georgia, Athens, Georgia 30601.

## 2.0 Civics — Government

### 2.1 The Lincoln Filene Center Project

*The Lincoln Filene Center for Citizenship and Public Affairs* is a research, development, and teacher education institute in the social sciences with primary emphasis upon citizenship education. Its major current research and development project is a curriculum improvement program entitled, "The Development of Instructional Materials and Teaching Strategies on Race and Culture in American Life." The central aim of the project has been to prepare instructional materials and devise complementary teaching strategies on this theme at the elementary level, to advance democratic human relations for students and teachers.

The project also seeks to assist the teacher in handling intergroup relations in the classroom and to develop materials which fully engage students in the teaching-learning process.

Lower upper-grade units have been developed, taught on a pilot basis, evaluated, and modified. The units are viewed as instructional programs which could be used in primary or intermediate grades over a specific period of time (6 to 8 weeks) or over the entire year.

The lower grade unit focuses upon the self, group, and intergroup actions and reactions of young people within the context of the family, the neighborhood, and the community. It is concerned with overall patterns of human interaction in society and culture and, more specifically, with interaction between individuals, within and between families -- all within the context of neighborhoods and communities.

The unit does not rely heavily upon the printed word. An emphasis is placed on the use of word games, pictures, role-playing, incidents in the lives of the children using the unit, discussion guided by the teacher, and films.

The instructional program at the intermediate grade level has been developed for teaching United States history. The unit has two parts: an introductory section and a number of sub-units on various themes and eras in American history. The introductory part normally takes about 12 class sessions to teach, and each sub-unit is constructed to use the four interrelated segments of the introductory section. The four interdependent principles of the introductory section are

- The *governing process*
- A *trilogy:* all people are the same in some ways - some peoples are different in some ways - each person is different in some ways from every other person
- Relationships between *ideal and reality*
- Questions and issues dealing with ***the here and now.***

The introductory section provides the foundations for teaching specific periods of American history which make up the sub-units. The section is structured to enable students to develop their own textbook. Each student is to keep a notebook into which he puts all observations, drawings about the governing process, lists of similarities and differences, examples of ideals and realities, and other assigned material.

At least two sub-units at the upper grade level have been completed: (1) Indiana and (2) the Declaration of Independence. Additional sub-units are being prepared, the Colonial Period, the Constitution, Immigration, the Emancipation Proclamation, the Dawes Act of 1887, Plessy vs. Ferguson of 1896, President Wilson's appointment of Louis Brandeis to the Supreme Court, The Civil Rights Act of 1964, and others. The intent is to use periods or junctures of American history which can effectively illustrate critical problems and issues in the area of inter-group relations in American life.

For additional information, contact The Lincoln Filene Center for Citizenship and Public Affairs, Medford, Massachusetts 02155.

## 3.0 Comprehensive

### 3.1 The Greater Cleveland Program

*The Greater Cleveland Social Science Program*, under the direction of Raymond English, is a project designed to construct a new social studies curriculum based on a sequential development of concepts and generalizations from the social sciences: American and world history, geography, sociology, anthropology, philosophy-religion–psycholog
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philosophy-religion--psychology, and government. The program's inception and development stemmed from a need for a unified curriculum planned to teach the substantive content of the social science disciplines in sequential concepts at each grade level. [1]

The program begins at the kindergarten level with "Learning About Our World," in which the pupil develops understanding of himself in relation to his expanding environment:

- He learns to live in his school.
- He identifies himself with his family.
- In learning about himself, he comes to understand the function of the five senses, the importance of learning to think, and the role of emotions in his life.
- He examines his family's needs and wants.

The second study at the kindergarten level, "Children in Other Lands," begins with an introductory globe study, after which the pupil learns about children in six countries -- Japan, Mexico, American Samoa, Lapland, Nigeria, and England. These countries are different from his; the children's needs are similar to his own, but are satisfied in different ways. In each of these study units, the child becomes aware that man's basic needs are always greater than the supply, and he discovers how man uses skills and ingenuity to provide for himself.

The first grade program begins with a review of the kindergarten study of school, home, community, and globe and map skills. In "Learning About Our Country," the following units are then studied: Transportation -- A Trip to the Capital of the United States -- Allegiance to Our Country -- Biographies of Washington, Lincoln, Clara Barton, and Amos Fortune. After studying the units that make up "Learning About Our Country," the pupil moves to the study units "Explorers and Discoverers," intended for use during the second semester. A series of 12 Pupil Readers is available, each dealing with one explorer -- Balboa, Byrd, Columbus, Cook, Cousteau, DeSoto, Glenn, Hudson, Magellan, The Norsemen, Peary, and Marco Polo. The Readers are grouped in three units, according to different levels of reading ability. The Pupil Textbook is a companion to the Pupil Readers and contains exercises, problems, and review, together with anthropological studies of the Mongols, the Indians of the Southeast, and Tahitians.

During the first semester of the second grade, the pupil studies communities in the unit, "Home and Abroad." Following a review of the globe and map skills developed in kindergarten and grade 1, the pupil engages in a breadth study of his own community. He learns to define a community in terms of its people, the areas in which they live and support themselves, their cultural and governmental needs, and how their community changes or grows. The pupil then studies two vastly different communities: the Aborigines of Australia and the Eskimos of Barrow, Alaska. During the second semester the pupil studies "Communities in the United States." It is pointed out that communities follow patterns created by certain motivating forces in conjunction with natural, human, and economic forces. All of these forces operate together to create a separate or characteristic pattern within the environment. A number of separate community studies are presented, from which a selection may be made: Historical (Williamsburg, Virginia); Agricultural (Webster City, Iowa); Recreational - cultural (Aspen, Colorado); Apple-growing (Yakima, Washington); Industrial paper-producing (Crosset, Arkansas); Military (an infantry base).

The first semester of the third grade is given to "The Making of Anglo-America," a study of the historical development of the United States and Canada, with special emphasis on exploration and colonization, life in colonial times, the Revolution and the Constitution, the Westward Movement and industrialization. The basic political ideas of the Revolution and Constitution are examined. The regions of Anglo-America are defined: the Atlantic seaboard, Mid-America, the Far West, the Great Plains, the mountains, and the tundra, with some reference to "megalopolis." During the second semester study of the unit, "Metropolitan Communities," the natures and problems of urban living are studied in the history, geography, economics, sociology, and politics of an imaginary city. In addition, units on political science and on aerial photography and map reading are included.

At the fourth grade level the pupil is first involved in "The Story of Agriculture," a study of methods of food production and distribution and their effect on the way people live. The study shows that geography, culture motivation, economics, social traditions, and politics all influence a civilization's growth, and all of these are inseparably linked with agricultural techniques. "The Story of Industry" is the second unit studied. The role of specialization, research, and capital investment in the creation of our mass-production and mass-consumption societies is considered. The third unit of study is "India: A Society in Transition." A traditional agricultural society is contrasted with a modern, mechanized, industrial society. Detailed studies are undertaken of life in an Indian agricultural village and of the growth of industrial cities.

The instructional program for the fifth and sixth grades is mainly devoted to a systematic study of major epis
grade consists of "The Human
of the Middle East. In "The H
pupil examines the first civiliz
Confucius, Buddhism, Judaism
II: Classical Civilization" em
Roman civilizations on our We
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In the sixth grade, the first
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Along with the K–6 materials
"Handbook for Social Science
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systematic study of major episodes in world history. The program for the fifth grade consists of "The Human Adventure, Parts I, II, and III," and an area study of the Middle East. In "The Human Adventure I: Ancient Civilization," the pupil examines the first civilization, Sumer, and the 6th Century world views of Confucius, Buddhism, Judaism, and Greek naturalism. "The Human Adventure II: Classical Civilization" emphasizes the influence of classical Greek and Roman civilizations on our Western culture. Athens under Pericles, Alexander's conquests, and Republican and Imperial Rome are examined. The unit ends with a study of early Christianity, and the origins of Western civilization in the synthesis of Christianity and the Greco-Roman tradition. In "The Human Adventure III: Medieval Civilization, Islam," the dominant world civilization of the Middle Ages is studied and compared with the civilization of Latin Christendom in the High Middle Ages. The Mongol conquests in Asia and the civilization of China and India are studied next. The unit closes with an examination of the origins of modern technology, the age of discoveries, and the roots of West European prestige and power during the period of modern history.

In the sixth grade, the first unit, "The Human Adventure IV: The Rise of Modern Civilization," includes studies of the formative period of modern Western civilization. It is followed by studies of the opening up of the New World, the emergence of Russia, the Moslem conquest of India, and Japan under Hideyoski. In "The Human Adventure V: Later Modern Civilization," Europe during the 18th Century is examined, leading to a consideration of the French Revolution and Napoleonic Wars.

Along with the K–6 materials, a teacher's manual, an administrator's manual, a "Handbook for Social Science Teacher," and the "G.C.S.S.P. In-Service Teacher Education Package" have been developed. More information on the project may be obtained from: Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113.

### 3.2 The MATCH Box Project

*The MATCH Box Project* is concerned with how real objects, together with other materials, can be used to make teaching and learning in elementary schools more meaningful and fun. The MATCH boxes are developed at the Children's Museum in Boston under the direction of the project director, Frederick H. Kresse. Each kit contains enough materials for a class of 30 children. The stated purposes of the project are to study the role that real objects play in the learning process and to discover principles for combining materials and activities into effective teaching-learning systems.

So far, the MATCH Box Project has resulted in 16 boxes (kits) covering various topics in science and social studies. Social studies units are:

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| **Medieval People** | (5-6): Using character books, costumes, and props (falconry gear, psaltery, wool corders, etc.) children enact episodes of life in a medieval manor. |
| **Netsilik Eskimos** | (grades 3-4): A seal hunt and other activities of Netsilik life are recreated through the use of authentic Eskimo tools, clothing, other artifacts, films, and records. |
| **The Algonquins** | (grades 3-4): Children experience the daily life of the Northeast Woodland Indians, scraping deerskin, hafting and arrowhead, preparing food, assembling a trap, and acting out stories of the "Great Spirit." |
| **Houses** | (grades 1-3): An Eskimo igloo is compared with a Nigerian mud-and-thatch house to show how physical settings call for different ways of life. Children build a mud-and-bamboo wall, assemble an igloo, and scrape deerskin, among other activities. |
| **Waterplay** | (kindergarten and primary grades): A water table, with unbreakable things to manipulate, recordings, films, and stories are used. |
| **Match Press** | (grades 5-6): A publishing company is set up with a portable press, type fonts, paper, ink, and instruction cards. Each class prints and binds its own book. |
| **Paddle-To-The-Sea** | (grades 4-6): The story of the Great Lakes is studied through related objects and activities. The children cooperate in creating a large mural-collage, rigging a breeches buoy, bartering trinkets for furs, and launching a class "Paddle." |
| **Imagination Unlimited** | (grades 4-6): Word cards, movies, and objects are used to develop the child's awareness of his own unique perceptions and his ability to express them. |

**A House of Ancient Greece**

**The City**

**Japanese Family**

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**A House of Ancient Greece** (grades 5-6): The unit is built around the Villa of Good Fortune, unearthed in Olynthus, Greece in the 1920's. Books, filmstrips, and photographs of the excavation and reproductions of some typical artifacts are provided. The class is divided into five archeological teams, each of which directs excavation of a different section of the house.

**The City** (grades 1-3): The purpose is to help young children form an idea of what a city is, what happens there, how a city changes, and that the life and form of the city are related. Children create and plan cities with model buildings, play roles in an accident situation, match city sights with city sounds, analyze an aerial photograph, make maps, confront the problem of how best to route a new highway through part of the city, and engage in various other activities.

**Japanese Family** (grades 5-6): The class is divided into five "families" with differing characteristics. Each "father" organizes his family, using his assigned family guide and role-cards showing students how to play the part of a Japanese parent, grandparent, or child. Each family has an illustrated booklet, tracing its history back to 1860, and film loops showing the modern family at work and play.

As an example of a complete kit, the *Japanese Family* box contains the following items:

- Clothing and footwear -- kimonos, shoes, socks, and instruction chart
- Religious objects -- statue of Buddha, bell, ancestor tablet, incense, and instruction chart
- Table and tableware -- chopsticks, dishes, dried seaweed, and instruction chart
- Decorative objects -- 2 scrolls, dried flowers, vase, and instruction chart
- Japanese books -- magazine, comic books, and poetry book with translations
- 35 Calligraphy brushes, box, and ink sticks
- Family album -- authentic reproduction from a real family in Japan
- 8 film loops showing aspects of Japanese life, old and new
- 12 inch long-playing record, "Sounds of Japan"

- 5 Family Guides -- directions to fathers for doing lessons and role-cards for family members
- 15 family histories for the 5 classroom families
- Teacher's guide

For permanent addition to a media center, for circulation throughout a school system, some of the boxes may be purchased from American Science and Engineering, Inc., 20 Overland Street, Boston, Massachusetts 02215. Presently available for purchase are *The City* ($5.50), *Japanese Family* ($7.75). *A House of Ancient Greece* ($525). ***Waterplay, Match Press, The Algonquins,*** and ***Paddle-To-The-Sea*** have been completed, but prices have not yet been announced.

### 3.3 The Michigan Project

*The Michigan Social Science Education Project* is designed to identify the major concepts, propositions, conceptual models, and methodological principles in social sciences, with emphasis on psychology, social psychology, micro-sociology, and anthropology. Attention thus far has centered on the fourth, fifth, and sixth grades. Discoveries that children make about their own behavior and that of others in their immediate world constitute the objectives of the program that has been developed. Pupils assume the attitude of scientists as they explore the realm of social psychology. The classroom is their laboratory. With the teacher's guidance, they inquire into the causes and effects of human behavior. Fourth, fifth, and sixth grade units have been developed under the direction of Ronald Lippitt, project director, Robert Fox, and Lucille Schaible, all of the University of Michigan. All seven units can be taught in one year, or one or more units can be incorporated into the existing curriculum. A unit requires approximately four to six weeks for completion. The materials are flexibly structured so that individual units can also be taught over a two-to-three year program. Each unit concentrates on a specific behavioral situation. Briefly described, the units are:

Unit 1: "Learning To Use Social Science"
Are social scientists like other scientists; How do they conduct experiments? This unit presents some of the tools and methods the social scientist uses. This unit is a prerequisite to the other units.

Unit 2: "Discovering Differe
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| Unit 2: | "Discovering Differences"<br>What are some ways that people are different? Are differences important? Pupils identify biological and cultural differences between individuals and groups. They inquire into the causes and effects of making prejudgments about differences. |
| Unit 3: | "Friendly and Unfriendly Behavior"<br>What are some causes and effects of kindness or cruelty, acceptance or rejection? Students inquire into the feelings and intentions underlying friendly and unfriendly behavior. |
| Unit 4: | "Being and Becoming"<br>What does it mean to grow up? Are there different ways of growing up? In this unit the student studies his own growth and development. Children are helped to recognize the simultaneous demands of being one age and becoming another. |
| Unit 5: | "Individuals and Groups"<br>What is a group? How does it function? Children observe the dynamics of the group process. They explore the problems encountered by an individual when he becomes a member of the group. |
| Unit 6: | "Deciding and Doing"<br>How do we make decisions? Do we always carry them out? Students observe some of the ways that individuals and groups carry out their decisions. They attempt to establish the causes of successful and unsuccessful outcomes. They discover the common problems that people have with the decision-making process. |
| Unit 7: | "Influencing Each Other"<br>How do we influence each other? Are there different kinds of influence? Pupils examine five bases of social power. They study reasons for accepting influence and learn why some influence attempts are more successful than others. |

Reading selections for all seven units are contained in the *Resource Book*. *Individual Project Books* accompany each unit. Five records present important ideas entertainingly. The *Teacher's Guide* gives detailed instructions and helpful hints for implementing the program. Another book, *The Teacher's Role in Social Science Investigation*, provides background materials for orientation and training. The Michigan Social Science Education Project materials are being published by Science Research Associates as SRA Social Science Laboratory Units.

### 3.4 Project STAR

The purpose of ***Project STAR*** is to develop a model storage and retrieval system (STAR) from which children may draw social studies information. The project staff hopes to ascertain at what ages, mental ability levels, socioeconomic levels, and achievement levels, children can draw information from the STAR system. They answer questions, study problems, or validate concepts in the social studies. An attempt is being made to develop the system in a form useful to children in the primary grades. It is also an experiment in ways of teaching children to use the concepts and methods in the social sciences in analyzing their social life and that of other cultures. Children in STAR work in a small laboratory which has as its backbone a set of data banks for the children to use. Each data bank is a random-access data storage and retrieval system on a particular culture. Data banks on a pueblo called La Stella and a small New England town named Prestonport are now available. Other storage systems on small towns around the world are being added, each representing a particular cultural pattern.

In ***Project STAR*** all items were developed to emphasize facts rather than interpretations. This enables the children, as they work, to interpret for themselves the data they find. Finally, tape-film-map orientation units were created so that the children would be as free as possible from dependence on the teacher.

The teachers primarily perform two services. First, they translate questions into index numbers, a procedure the child is not ready to attempt. Secondly, they select tasks or assignments that gradually increase the child's ability to apply the tactics of the social sciences to the study of human culture.

It is the belief of the project staff that learning to use the strategies of social scientists should be accomplished in a cumulative fashion. Beginning in the first grade, children should employ strategies to analyze and compare cultures. Gradually, they will acquire meanings for the cultural universals which they employ, and their capabilities for analyzing social experiences will increase. Children can accumulate data from life situations to identify patterns of society and to determine what causes them and how they affect other social groups.

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For information concernin
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### 3.5 The Social Studies

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Students should also be learning how to use data collected by others to check their own hypotheses. Throughout the whole experience, children are learning to be open-minded, to build and test ideas, to plan strategies, and to act upon their findings.

For information concerning the availability of materials, correspondence should be addressed to Bruce R. Joyce, Director, Project STAR, Teachers College, Columbia University, New York, New York 10027. Much of the material that has been reported above has been taken from a very descriptive account of the project that appeared in *The Instructor*, October 1968. Reprints of the eight-page feature, "Social Sciencing," are available from Department SOC, *The Instructor*, Dansville, New York 14437. Single copies are free.

### 3.5 The Social Studies Curriculum Study Center

The Social Studies Curriculum Study Center project, directed by John R. Lee of Northwestern University, is designed to develop materials for implementing a new approach to the study of American society in grades 5–12. The project staff is concentrating on the current problem of diffused, diverse, sometimes outdated, and often repetitive treatment of American society in the social science curriculum. The aims of the Center are:

- To synthesize results of previous investigations of investigations of instructions in social studies concerning American society, particularly in grades 5–12
- To develop approaches and materials that incorporate basic ideas and concepts about American society from geography, history, and political science
- To ascertain, through experimental use of the new approaches and materials, the levels of ideas and concepts concerning American society most suitable for grades 5–12
- To formulate a curriculum in social studies for grades 5–12 that avoids undesirable duplication and facilitates learning in depth about basic aspects of American society
- To evolve means by which scholars and teachers may collaborate in developments of the social studies curriculum, thus more closely relating the social sciences and the social studies
- To disseminate to appropriate persons and groups the research findings, instructional approaches, and materials developed through the Center's activities

During the first year or two, concentration of the Center will be on the elementary and junior high school aspects of the study. Representatives of 10 school systems of the area have met with the staff of the Center. Preliminary surveys have been made of basic concepts and reviews, and studies have been carried out on statistical techniques and evaluative instruments. A "Handbook of Social Inquiry" for use in grade 12 is under preparation. Public domain materials are on file in the United States Office of Education. Commercial materials are expected to be available at a later date. Additional inquiries should be addressed to Dr. John R. Lee, Director, Social Studies Curriculum Study Center, Northwestern University, Evanston, Illinois 60201.

### 3.6 The University of Minnesota Project

A K–14 sequential curriculum has been designed by the *Minnesota Project Social Studies* under the direction of Edith West of the University of Minnesota. The project has been developing curriculum guides and materials with the concept of culture as the unifying concept for the entire curriculum. Considerable emphasis is placed upon the behavioral sciences and upon the non-Western world. However, there is still much attention to history and geography.

Scholars in each of the social science disciplines were asked to define the structure, the methodology, the perspectives required, and the concepts and conceptual framework of their disciplines. Areas of similarity and differences in concepts and methods in the disciplines were identified, and skills and attitudes which are discipline-related were compared. The curricular framework for grades K–14 was established. Teacher guides and resource units have been prepared for grades K–12. The project incorporated some existing materials with materials developed by project staff members and scholars in the social sciences. Schools in Minneapolis cooperated in trying out the materials. The K–6 curricular framework established is:

**Kindergarten**

*The Earth As the Home of Man.* Study of the varied resources available to man; many peoples; changes made by man; and our global earth.

**Grade 1**

*Families Around the World.* Chippewa, Hopi, Quechua of Peru, and Japanese.

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### Grade 2

*Families Around the World.* 18th Century Boston, Soviet life in Moscow, a Kibbutz in Israel, and a Hausa in Africa. The studies in grades 1 and 2 are developed as a two-year sequence in cultural diversity.

### Grade 3

*Communities Around the World.* Town, rural, and urban communities; a frontier mining town; a Manus village in New Guinea; and Paris. Emphasis is on schools, churches, and governmental institutions.

### Grade 4

*Communities Around the World.* Town, Soviet, Trobriand Islands, village in India. Emphasis is on economic systems.

### Grade 5

*Regional Studies.* United States, Canada, Latin America.

### Grade 6

*The Formulation of American Society.* Indian, Colonization, American Revolution, Westward Expansion, and Civil War and Reconstruction.

The curriculum of the *Minnesota Project Social Studies* is organized to repeat skills and concepts in sequence over a period of years, and students are forced to revise earlier generalizations in the light of new data. Single copies of the curriculum guides are available from Project Social Studies, College of Education, University of Minnesota, Minneapolis, Minnesota 55455.

## 3.7 The Syracuse University Project

The goal of the *Social Studies Curriculum Center* project of Syracuse University has been to identify major social science concepts and translate them into classroom practices for grades 5, 8, and 11. The project staff believes the unique contributions of the Center to be:

- Identification of major concepts from the social sciences and allied disciplines that seem appropriate for elementary and secondary programs in social studies.

- Examination of the major workways of the disciplines, such as organization of principles, readiness to pursue empirical data, willingness to discard unwarranted assumptions, awareness of the differences between solid evidence and informed opinion, and subordination of subjective preference to objective evidence.
- Development and evaluation of illustrative materials at three or more grade levels, for teacher and student use that effectively translate the concepts and workways into classroom practice.

Outstanding specialists in the various social science disciplines were asked to describe the major substantive concepts from their disciplines whether or not they appeared appropriate for the elementary and secondary social studies curriculum. The social scientists, teachers, supervisors, curriculum directors, and staff members carefully analyzed the papers. In the process every attempt was made to identify concepts not restricted solely to any discipline but broad enough to make use of material from a number of disciplines. The process of selection inevitably involved establishment of priorities. A final list of 34 concepts have been catagorized in this manner: 18 substantive concepts, 5 value concepts, and 11 aspects of method. These concepts are considered essential to the understanding of significant and persistent problems of our society.

The project staff feels that these concepts can be offered in the form of pupil materials and that appropriate teacher guides and visual aids can be designed to accompany the pupil materials.

*Major Concepts for Social Studies*, a progress report on this project, is particularly valuable in gaining a better understanding of the approach. Each concept is defined and clearly explained. The outline, discussion, and elaboration of one concept, "Conflict -- Its Origin, Expression, and Resolution," is included to guide those wishing to use the identified concepts in writing instructional materials. *Major Concepts for Social Studies*, by Price, Hickman, and Smith, may be obtained at $1.50 from The Social Studies Curriculum Center, 409 Maxwell Hall, Syracuse University, Syracuse, New York 13210.

### 3.8 The Kent State University Project

The *Development of First Grade Materials on "Families of Japan"* project was designed to develop a first grade unit of instruction. This is part of a proposed K–12 social studies curriculum, *A Comparative Problems Curriculum*, (one in

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*Studies*, by Price, Hickman,
Social Studies Curriculum
cuse, New York 13210.

*milies of Japan*" project was
n. This is part of a proposed
*roblems Curriculum*, (one in

which a student studies a problem first as it pertains to his native environment and then as it relates to other selected environments.) The objectives are:

- To implement the recommendations of social scientists concerning content in the elementary social studies curriculum to be conveyed through a unit, "Families of Japan," at the first-grade level.
- To develop a meaningful unit of study at the first-grade level which will aid in realizing these goals:
  Help children compare the various patterns of family functioning in a foreign culture with those in their own environment.
  Help children recognize similar and different patterns of family functioning in cultures different from their own.
  Help children acquire skills, attitudes, and knowledge which will cumulatively enhance their abilities to make accurate and effective interpretations of their physical and social world.
  Provide a resource unit which can be employed in a Comparative Problems Curriculum which is included within the framework of a more traditional curriculum, or modified to conform to various curriculum patterns.
  Use teachers who have met specified criteria for the development of methods, materials, and devices for presenting the unit.
- To introduce at appropriate grade levels content enabling children to understand the basic principles and generalizations of sociology, economics, history, political science, and geography which apply to functions in all societies.
- To lay a content foundation upon which children can continue to build their understandings of principles and generalizations of the social sciences.

The unit, "Families in Japan", was developed by five teachers from the Springfield, Ohio schools who were selected to serve as unit writers. The unit writers began by attending a two-week seminar directed by Dr. Melvin Arnoff at Kent State University. In the two weeks following the campus seminar, unit writers returned to Springfield and completed the first draft of the unit which consultants then edited and reviewed.

The unit writers plus 12 selected first-grade teachers taught a preliminary form of the unit in a pilot program. They kept logs concerning the appropriateness of unit content and the suggested approaches. These logs were used by the project director in revising the unit. The revised unit was again reviewed by the consultants, edited, and reproduced in final form for distribution to state departments of education, university departments of education, and organizations directly concerned with modifying the elementary social studies curriculum.

The completed product is a resource unit from which a teacher can select activities, content, materials, and bibliography for students. Objectives, essential generalizations, learning activities, content, a complete bibliography containing a listing of related films, filmstrips, music and other teaching aids, and a suggested daily lesson plan are provided for the teacher. Copies of the 118-page unit are available at $2.50 from Dr. Melvin Arnoff, Department of Elementary Education, Kent, Ohio 44240.

### 3.9 The Rhode Island Project

The *Providence Social Studies Curriculum Project*, directed by Ridgway F. Shinn, Jr., is a study to determine the validity of using geography and history as integrating disciplines for organizing the social studies curriculum at all grade levels and for students of all abilities. The project includes development of materials and an evaluation of pupil progress. It is further planned to investigate methods by which social studies curriculum innovations can be most efficiently and effectively integrated in a school system.

The outline of the topical coverage at each grade level through the seventh grade is:

**Grades K–3: Neighborhoods**

Kindergarten resource unit: The Family -- Functions and Patterns

Grade 1 resource unit: Man's Basic Needs

Grade 2 resource unit: Analysis of Neighborhood Patterns

Grade 3 resource unit: Analysis of Community

**Grades 4 - 7: Regions**

Resource unit 1: Overview

Resource unit 2: The Nature and Characteristics of Metropolitan Regions

Resource unit 3: Regions of Extractive Economic Activities

Resource unit 4: Regio

**Grade 5: An Analysis of O**

Resource unit 1: Over

Resource unit 2: Phys

Resource unit 3: The

Resource unit 4: Eco

Resource unit 5: Soci

Resource unit 6: Gov

**Grade 6: A Comparison o**
**Africa and Latin**

Resource unit 1: Over

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Resource unit 6: Gov

**Grade 7: Studies of Three**
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Resource unit 4: Regions of Manufacturing Activity

**Grade 5: An Analysis of One Culture Region, Anglo-America**

Resource unit 1: Overview

Resource unit 2: Physical Characteristics of Anglo-America

Resource unit 3: The People and Their Movement Over the Land

Resource unit 4: Economic Development of Anglo-America

Resource unit 5: Social Development of Anglo-America

Resource unit 6: Government and International Relations

**Grade 6: A Comparison of Two Culture Regions: Africa and Latin America**

Resource unit 1: Overview

Resouce unit 2: Ethnic Backgrounds and Cultural Factors

Resource unit 3: Physical Characteristics

Resource unit 4: Economic Development

Resource unit 5: Social Development

Resource unit 6: Governmental Systems

**Grade 7: Studies of Three Culture Regions: Southeast Asia, Western Europe, and the Soviet Union**

Resource unit 1: Overview

Resource unit 2: Southeast Asia

Resource unit 3: Western Europe and Soviet Culture Region

The above materials are available at cost. Write to Mr. Donald J. Driscoll, Assistant Project Director, Providence Social Studies Curriculum Project, Veazie Street School, 211 Veazie Street, Providence, Rhode Island 02904.

## 3.10 The Education Development Center Project

Since June 1962, a group of some 50 scholars, most of them from the social sciences and humanities, have been developing plans for a new K–12 social studies curriculum in a primarily chronological framework. The project is known as *The Social Studies Curriculum Program of Education Development Center, Inc.* Peter B. Dow is the course director assisted by Jerome S. Bruner, Irven DeVore, and Asen Balikci. Bruner is the director of the Center for Cognitive Studies at Harvard University, where DeVore and Balikci are professors of anthropology.

The elementary course is devoted to a study of man, with emphasis thus far on a fifth grade course, *Man: A Course of Study.*

The materials of *Man: A Course of Study* offers children the opportunity to use the same data that social scientists use. Some of the questions discussed by the children are the same questions that the social scientists ask. Through films children observe baboons in their natural environment and Eskimos going about their daily lives; they read the field notes of Dr. Irven DeVore, made in Africa while he was studying and photographing baboons; they hear the songs and stories of the Netsilik Eskimos; and they read the journal of Dnud Rasmussen, famous Danish arctic explorer. The project staff has framed questions, arranged data, and suggested explanatory ideas as ways of tying together the immense diversity of information about the human condition that is present and implied in the course, in an effort to lend what Jerome Bruner calls "structure" to the information. The staff members are interested not merely in the intellectual growth of the child, but in his emotional, artistic, and spiritual expression as well. Thus, they have tried to create imaginative and sometimes humorous materials to reflect the humanness that is the concern of the course.

To help the teachers, the project staff has prepared a teacher's guide containing background information, suggested reading, and lesson plans. The lesson plans are intended as suggestions, and it is hoped that teachers will add their own ideas and adapt the lessons for their students. In addition, a teacher-training program is held involving every teacher who teaches the course. Currently the project staff is developing teacher-training materials to aid workshop leaders. These materials will include suggested programs for workshop sessions and a series of films showing children and teachers working with *Man: A Course of Study*.

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The following
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Order from *Man:*
Mifflin Place,

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The following information is available for purchase: an introductory paper, two sample booklets, a complete set of children's booklets, and teacher's guides. Order from *Man: A Course of Study*, Education Development Center, Inc., 15 Mifflin Place, Cambridge, Massachusetts 02138.

### 3.11 The Wisconsin Program

*The Wisconsin Program* is an example of statewide planning and of the conceptualized approach to social studies teaching. A statewide committee composed of representatives from the state department of education, the public schools, and colleges and universities, joined by consultants from the various social-science disciplines, proposed a conceptual framework for the K–12 program. A working draft, containing sample units or major areas of study for each grade illustrating the use of the conceptual framework, was prepared. These publications, *A Conceptual Framework for the Social Studies in Wisconsin Schools* and *A Scope and Sequence Plan for the Social Studies in Wisconsin Schools,* are in no way prescriptive directives for the schools of Wisconsin. Rather, they are intended to provide the foundation for curriculum development in the social studies of the state.

*A Conceptual Framework for the Social Studies in Wisconsin Schools* contains a series of statements giving a brief description, stating the scope, and indicating the general methodology of each of the social science disciplines. For each discipline, the committee identified five or six "basic conceptual ideas that comprise the central elements." An example from each discipline follows:

**History** - Change is inevitable.

**Anthropology-Sociology** - Human beings are more alike than different. They have similar physical characteristics and basic needs and wants.

**Political Science** - Every society creates laws. Some laws are designed to promote the common good; other laws protect special interests or groups. Penalties and sanctions are provided for violations of law.

**Economics** - The conflict between unlimited needs and wants and limited natural and human resources is the basic economic problem. Scarcity still persists in the world today.

**Geography** - Each individual place or area on earth is related to all other places on the earth in terms of size, direction, distance, and time.

The committee also developed variants, or subconcepts, for each major concept at all grade levels. Each major concept is thus extended by 13 variants (K–6) that consistently increase in complexity with developing maturity.

*A Conceptual Framework for the Social Studies in Wisconsin Schools* has been revised and is available from the Wisconsin Department of Public Instruction, Madison, Wisconsin 53702.

The bulletin, *A Scope and Sequence Plan*, offers an alternative plan in grade level themes to proposed sequence given below. The units are being developed, or have already been developed, to show the way in which the conceptual strands approach may be carried out and to guide the teacher or a local committee in preparing other units.

**Kindergarten: Home and School**
- Unit 1: Orientation to Classroom and Building
- Unit 2: The Home
- Unit 3: The School
- Unit 4: Special Days and Events
- Unit 5: Seasons

**Grade 1: Home, School, and Neighborhood**
- Unit 1: Living Together in the Home
- Unit 2: Living Together in the School
- Unit 3: Needs of a Neighborhood
- Unit 4: Holidays Observed in the Neighborhood

**Grade 2: Community Life**
- Unit 1: Living in a Metropolitan Community
- Unit 2: Living in a Rural Community
- Unit 3: Interdependence of People in a Community
- Unit 4: Changes in a Community or Current Happenings
- Unit 5: Holidays Observed in a Community

**Grade 3: Community Life in Other Lands**
- Unit 1: An Equatorial Community -- Africa (Tema, Ghana)
- Unit 2: A Community by the Sea -- Europe (Runde, Norway)
- Unit 3: A Mountain Community -- South America
- Unit 4: An Island Community -- Japan
- Unit 5: A Desert Community -- Australia
- Unit 6: A Community in a Cold Region -- North America
- Unit 7: A Grassl
- Unit 8: A Large

**Grade 4: Wisconsin**
- Unit 1: Natural
- Unit 2: Historica
- Unit 3: Wiscons
- Unit 4: Industri
- Unit 5: Relation
- Unit 6: Trends

**Grade 5: The United**
- Unit 1: Natural
- Unit 2: Historica
- Unit 3: United
- Unit 4: Industri
- Unit 5: Interde
- Unit 6: Trends

**Grade 6: Introductio**
- Unit 1: Food-ga
- Unit 2: Agraria
- Unit 3: Handicr
- Unit 4: Industri

The units in the bulletin, *A*
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Department of Public Instru

3.12 The Taba Curricul

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-- South America
Japan
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Region -- North America

Unit 7: A Grassland Community -- South America
Unit 8: A Large Urban Community

**Grade 4: Wisconsin**
- Unit 1: Natural Setting
- Unit 2: Historical Development
- Unit 3: Wisconsin as a State Community
- Unit 4: Industries
- Unit 5: Relationship to Other Areas
- Unit 6: Trends

**Grade 5: The United States**
- Unit 1: Natural Setting
- Unit 2: Historical Development
- Unit 3: United States as a National Community
- Unit 4: Industries
- Unit 5: Interdependence
- Unit 6: Trends

**Grade 6: Introduction to Anthropology -- Selected Cultures**
- Unit 1: Food-gathering Complex
- Unit 2: Agrarian Complex
- Unit 3: Handicraft Complex
- Unit 4: Industrial Complex

The units in the bulletin, *A Scope and Sequence Plan*, are developed under the headings: Content, Major Concepts and Variants, Suggested Skills, Suggested Activities, and Suggested Resources. The bulletin is available from the Wisconsin Department of Public Instruction, Madison, Wisconsin 53702.

### 3.12 The Taba Curriculum Project

The purpose of the Taba Curriculum Development Project is to develop a comprehensive social studies curriculum for grades 1–8. The project is centered in Contra Costa County, California. The objectives of the curriculum are: the development of thinking skills, the acquisition of selected knowledge, and the formation of selected attitudes. The attainment of these objectives is furthered through a systematic development of selected social and academic skills.

The Taba Project is based on the following assumptions concerning the development of thinking skills:

- Thinking involves interaction between an individual and the material with which he is working.
- While thinking skills can be taught, the ability to think cannot be given to students by teachers. The individual's adeptness in thinking depends largely upon the processes he uses and the richness and significance of the material with which he works.
- Though the quality of individual thinking differs markedly, all school children are capable of thinking on abstract levels, and any and all school subjects offer an appropriate context for thinking.
- It is possible to develop precise teaching strategies which will encourage and improve student thinking.

To achieve the objective, "the development of thinking skills," the late Dr. Hilda Taba attempted a specific analysis of the various tasks of thinking and of the skills necessary to perform the tasks. Three different cognitive tasks were identified:

> ***Concept formation,*** which involves listing, grouping, and regrouping a number of items and labeling the groups; the student interrelates and organizes discrete bits of information and develops such abstract concepts as interdependence, cultural change, and standard of living.
> ***Interpretation of data,*** or inductive development of generalizations; the student makes inferences that go beyond what is given directly in the data and makes generalizations about relationships among various kinds of data.
> ***Application of principles,*** or the ways in which the acquired information is used by the student to predict what might logically occur in a new situation: the student uses facts and generalizations in explaining new phenomena, making predictions, and formulating hypotheses.

Each year's content in the Taba Project is organized around six to eight main ideas or generalizations. Each of the units within a year's work centers around one of the main ideas. The main ideas:

- Represent ideas of the discipline from which they were drawn
- Help explain important segments of the modern world
- Are suited to the needs, interests, and maturational level of the students
- Are of lasting importance
- Encourage both breadth and depth of understanding

Though they are usually expressed differently each time, the main ideas are often repeated at several grade levels. It is hoped that the students will move inductively towards the main id

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Specific content has been selected, whenever possible, so that at least two samples of content are contrasted within each main idea. Because content has been sampled selectively, rather than covered broadly, the amount of specific content has been consciously reduced, and the depth of study has been increased. Students are not expected to remember all of the specific facts (content) they use in developing the understanding of a main idea. These facts serve to develop the main idea and to give practice in the important thinking processes.

Curriculum workers on the project staff, consultant scholars in the social sciences, and classroom teachers have been at work developing project units. After the curriculum workers have outlined the main ideas, key concepts, and factual content to be included in the units for a specific grade level, the social science scholars check the outlines for content validity, power, and significance. Tentative drafts of the units are then prepared by the curriculum workers, incorporating the suggestions of the social scientists. The drafts are then submitted to the project staff, and critiques are undertaken regarding:

- Balance and scope of the content
- Development of cognitive tasks
- Opportunity for attitudinal development
- Appropriateness and sequence of learning activities
- Overall relationship of content to learning activities
- Degree to which learning activities and factual content promote an understanding of the main ideas
- Consistency with theories of learning

Further revision is made in light of the comments received. The units are then tested by a number of classroom teachers who have been trained by the project staff and later by project-trained teacher-leaders. The units are changed further in light of the teachers' comments.

At present, the units in grades 1–6 are completed and are undergoing revision.

The published units are contained in the Contra Costa County Social Studies Curriculum Guides, available from Rapid Printers and Lithographers, Inc., 733 A Street, Hayward, California 94541.

The titles of the units are:

Grade 1: *Our School: Family Living*
Grade 2: *Services to the Supermarket; Services in Our Community;* and *The Farm*
Grade 3: *A Study in Comparative Communities* (Includes people of the hot, dry lands; primitives of Africa; the boat people of Hong Kong; and the Swiss)
Grade 4: *California: Yesterday and Today*
Grade 5: *Anglo-America*
Grade 6: *Latin America*

*Teacher's Handbook for Elementary Social Studies*, by Dr. Hilda Taba, gives a rationale for the approach and the teaching strategies that the curriculum requires. The handbook is available from Addison-Wesley Publishing Company, 2725 Sand Hill Road, Menlo Park, California 94025.

### 3.13 The Harvard-Lexington Project

This project, directed by Joseph C. Grannis, has been in progress since 1960. Teachers in Lexington, Massachusetts and faculty members of Harvard University are exploring ways of combining the advantages of the chronological, expanding communities, and problem approaches to social studies. The effort began with a sequence of generalizations, selected from several sources, that were used as points of convergence and departure for social studies inquiry. A number of generalizations, several units, and a general theme were selected for each grade level. The generalizations have been used to relate questions and problems arising from present experience to both spatial and temporal dimensions of man's life. Units other than those suggested by the project staff might be used. The following outline of the Harvard-Lexington generalizations contains titles of suggested units and information on general themes for grades K–6.

#### Kindergarten

The ways of man are more flexible and inventive than the ways of other animals. Units: Shelter; Domestication of Animals; Communication. (The children would examine and compare human and animal life in detail throughout the year.)

#### Grade 1

Men have many different ways of meeting similar needs. Units: Work,

Training, and Schoo
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eeting similar needs. Units: Work,

Training, and Schooling; Celebrations; Art and Play. (Home and neighborhood life in one or two foreign places, for example, Mexico or Japan, would be compared with life in the children's own community. These studies would attempt to trace some of man's activities to basic human needs they fulfill.)

### Grade 2

Human groups and institutions involve various patterns of norms, interactions, and feelings. Units: Healing and Medicine; Markets; Workshops and Factories; Courts. (The children would compare life in their own community with life in one or two foreign places. The units would focus on the interrelationships among people in various kinds of shared experience.)

### Grade 3

Primitive societies have adapted to a variety of natural habitats. Units: A Horticultural People, the Hopi Indians; a Herding People, the Masai; A Hunting and Fishing People, the Copper Eskimos; A Rice-growing People, the Tanala of Madagascar. (The units would focus on the relationships between the traditional cultures and the climate, terrain, and the biotic resources of the regions in which they are established. The incursions of modern culture would also be given attention.)

### Grade 4

Man finds new ways to control his relationship to his environment. Units: Water; Agriculture; Metals; Fishing and Whaling; Textiles. (The units would contrast relatively primitive and modern beliefs and practices, emphasizing the latter. The material would cover a broad range historically and geographically.

### Grade 5

The industrial revolution has changed the production and distribution of goods and services and has created new opportunities and problems for societies. Units: Power and Technology; Natural Resources; Trade; Food and Population; Cities. (These units would be concerned primarily with the ongoing industrial revolution and its effects, and secondarily with its historical origins. The materials might concentrate on just a few countries, for example, the United States, Great Britain, India, and China.)

Grade 6

Man's acts of inquiry, creativity, and expression evolve from and influence his total way of life. Units: Writing and Measurement, the Fertile Crescent; Drama, Greece; Architecture, Rome; Universities, Europe; Exploration, the Renaissance. (Each unit would examine in detail a context from the history of Western Civilization and would attempt to relate the past to the present. The children might ask, for example, "What can we learn about ancient Ro[illegible] its architecture?" "What is reflected in the architecture of ou[illegible]ociety?")

Although the Lexington-Harvard project material takes the child almost immediately to people and places beyond his first-hand experience, the project staff points out that the material establishes bases for relating to the new experience. The general principle of involving successively more complex contexts from one year to another is respected, but there is also an effort to make learning more cumulative conceptually from year to year than is customary in the expanding environment approach. Chronology is employed, but its use is flexible; no rigorous chronological sequence has been established. The curriculum throughout is interdisciplinary.

## 4.0 Conservation

### 4.1 The Conservation Education Project

*The Conservation Education Improvement Project*, directed by Howard M. Hennebry at the University of Wyoming, investigates the possibility of increasing the awareness and interest in conservation problems by employing the discovery approach. The plan is to also develop recommended procedures for strengthening the status of conservation in public school curricula, K–9. Materials are now being tested in classroom situations. For more information, contact Howard M. Hennebry, College of Education, University of Wyoming, Laramie, Wyoming 82070.

## 5.0 Economics

### 5.1 The Joint Council on Economic Education

Phase II of the *Development Economic Education Project* is a further extension

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*ment Project*, directed by Howard M. investigates the possibility of increasing on problems by employing the discovery evelop recommended procedures for tion in public school curricula, K–9, room situations. For more information, of Education, University of Wyoming.

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*Education Project* is a further extension of the Joint Council on Economic Education program, in cooperation with a network of 44 affiliated councils, to share experiences gained in Phas I. Participation is open to any school cooperating with an affiliated council.

In 1961 the Task Force Report *(Economic Education in the Schools, Repor of the National Task Force on Economic Education, Committee for Econonic Development)* pointed out the need for economic education in the schools ınd discussed some of the principal economic concepts that should be part of the working knowledge of high school graduates. In 1946 the *Teacher's Guid to Developmental Economic Education Program Suggestions for Grade Placenent and Development of Economic Ideas and Concepts:* was published. *Part ıne, Economic Ideas and Concepts*, by James D. Calderwood, is an explanation of the principal economic concepts discussed in the Task Force Report. *Part Tvo, Suggestions for Grade Placement and Development of Economic Ideas ınd Concepts* is the result of extended deliberations by economists, curricuum consultants, school administrators, and teachers trying to answer the queston: "How can the leading economic concepts be introduced into the school sysem at the several grade levels and in various courses?" The teacher's guide meely offers suggestions. There is no attempt to urge wholesale changes in curriculanor impose any rigid pattern of teaching. Each school system using this guide shuld develop its own scope and sequence related to the community and the preent curriculum.

*Teacher's Guide to Developmental Economic Education Program: Suggestons for Grade Placement and Development of Economic Ideas and Concep:* is divided into four sections, each considering a different age level of studnts. Section I deals with the elementary level. For this level it is suggested hat teachers may correlate economic understandings with other subject matter eas whenever they are relevant. Teachers may develop units of study around isic economic concepts. It is recommended that the spiral curriculum ınd problem-solving approach be used, with concepts increasing in scope ınd complexity, depending upon the economic understanding and readiness othe pupils. Student experiences should not be limited to particular grade lels. Teachers should reinforce at higher levels the concepts introduced at the lwer elementary level.

The Teacher's Guide, *Part Two, Suggestions for Grade Placement ınd Development of Economic Ideas and Concepts*, contains a wealth of spific suggestions for developing ideas and concepts in economics. *The Developent Economic Education Project* has produced more than 50 publications, mıe of which would be helpful to elementary grade teachers and curriculum worers.

Included in the available materials are films, filmstrips, curriculum guides, resource units, scope and sequence charts, and much material for strengthening a teacher's background in economic education. For a checklist of materials for purchase, contact Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036.

## 5.2 The University of Chicago Project

The *Elementary School Economics Program* was initiated by the University of Chicago Industrial Relations Center in 1960 as an experimental research project designed to obtain data relating to these questions: Can elementary school students comprehend, utilize, and retain basic economic concepts? Can a systematic program of economic education be related effectively to the elementary school social studies program? The original material that was developed by the Social Studies Project Staff of the Industrial Relations Center is being revised by William D. Rader.

The first assumption underlying this program is that young people between the ages of 9 and 12 have daily economic experiences, such as buying and using goods and services; establishing bank accounts; and earning money by baby-sitting, mowing lawns, and delivering newspapers. The belief is that these experiences can be used effectively in teaching basic economic concepts. The second assumption is that economic education can be introduced progressively as the child matures instead of waiting until he reaches high school. A third assumption is that the teaching of economic principles will help strengthen other social learnings at the elementary school level.

The program is divided into three parts: Part I, grade 4, deals primarily with the economic process of consumption; Part II, grade 5, emphasizes the economic process of production; and Part III, being developed for use in grade 6, takes up the economic process of exchange. The program includes books of readings, project books, pre-tests, post-tests, and progress checks for students; a guide for the teacher; and three wall charts ("How Americans Deal with the Problem of Unlimited Wants and Limited Personal Resources," "What Is Money?" and "What Does Money Do?" to use as a teaching aid in presenting material to the students.

In using the *Elementary School Economics Program*, various units of the program should be related, as much as possible, to teaching other elementary social studies. Suggestions for integrating the *Elementary School Economics Program* are included in the teacher's guide. However, most teachers have taught
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## 5.3 The Elkhart

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All of the materials produced by this project are available from The Allied Education Council, Post Office Box 78, Galien, Michigan 49113.

### 5.3 The Elkhart, Indiana Project

***The Elkhart, Indiana Experiment in Economic Education***, an experimental program begun in 1958 and intended for completion in 12 years, is directed by Lawrence Senesh of Purdue University. Project materials, entitled *Our Working World*, have been published by Science Research Associates.

The social studies program develops with a child's expanding environment. ***Families at Work, Neighbors at Work, and Cities at Work*** are the titles in the program for grades 1–3. The interdisciplinary program uses economics as a core around which the other social sciences cluster. Concepts from geography, anthropology, history, sociology, and political science are also introduced throughout the program. The material is based on the hypothesis that seemingly complex ideas presented simply can be understood by children and that basic ideas of the social sciences can be related to children's experiences at every grade level. The purpose of ***Our Working World*** is to introduce children to the principles underlying the functioning of our social world and to relate children's experiences to these principles. In the first grade these fundamental principles are related to life in the home. The same basic ideas are related to school experiences in the second grade and to city experiences in the third grade. Additional volumes for higher grade levels are planned. Senesh calls the curriculum applied in ***Our Working World*** "the organic curriculum."

For each grade, ***Our Working World*** includes one reader and one activity book for each student, one teacher's resource unit, and (for grades 1 and 2) one set of records. A teacher's script book provides printed transcripts of the recordings so teachers may study the recorded lessons at their leisure or review any part of them with students. The readers, with the phonograph records in grades 1 and 2, contain supplementary reading at the end for those students or classes ready for it. For grade 2 each lesson begins with a color illustration depicting the lesson's theme, followed by a photo section, an illustrated story, and a review section. The third grade reader presents the lessons in three parts, the first introducing a social science concept and the second illustrating the concept with photographs of a different city for each lesson. the photographic sections are case studies of 17 cities, 11 in the United States and 6 in foreign countries. The sections discuss the history and development of each city and the factors -- geographic, physical, political, economical, and social -- that make it what it is today. Theories and principles at work in the life of the city are introduced in the first part of the reader. The third part of each lesson is an illustrated story or poem emphasizing a certain aspect of the theory presented in the first part. Activity books supplement textbooks by requiring students to make choices about concepts and ideas mentioned in the texts. The activities may be used to extend or to measure students' learning. The teacher's resource units, one to accompany each grade, are divided into two parts. Part I contains an overview of ***Our Working World*** and instructions for implementing the program. Part II provides plans, divided into five distinct sections, for each lesson. The sections include an explanation of the lesson's purpose; activities to illustrate ideas in the lesson; suggested questions for reinforcing the recorded lesson for grades 1 and 2; stories, poems, or songs to enrich the lesson; and a bibliography of related books, films, and filmstrips for further investigation of the lesson's theme.

The materials developed by the ***Elkhart Experiment in Economic Education*** are now available as the ***Our Working World Series,*** a social studies program for grades 1–3, from Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.

## 6.0 Geography

### 6.1 The University of California at Los Angeles Project

A final report has been made on ***Teaching Geography in Grades One Through Three: Effects of Instruction in the Core Concept of Geographic Theory***, a project at the University of California at Los Angeles, directed by Charlotte Crabtree. The project investigated whether children in grades 1–3 can learn the central conceptual system of geographic theory and can apply it appropriately in analyzing the data of unfamiliar geographic regions. Two experimental curriculums were designed and introduced into 12 intact primary classrooms, matched for grade level and randomly assigned to one of the curriculums. Curriculum "A" gave instruction in the central organizing concept of the discipline, developed through practice in the analytic processes directing geographic inquiry. Curriculum "B" gave instruction in the major geographic generalizations, inductively developed from illustrative instances presented to the children. Criterion instruments were designed to measure children's achievement in geography at three cognitive levels. The difference between the programs in knowledge acquired was statistically significant in grade 2 only. In

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## 7.0 World Affairs

### 7.1 The Foreign Policy

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both grades 2 and 3, children's achievement in comprehension of the concept and in ability to apply the concept in unfamiliar regional analyses was significantly higher under Curriculum "A". No statistically significant between-programs difference was obtained in grade 1.

The above project is but one phase of a long-term study of young children's learning of geographic thinking. Charlotte Crabtree and Richard Logan are working to structure a sequential program of learnings in grades 1–3, incorporating the core concept of geographic theory (the concept of a real association), and to develop the teaching strategies and instructional materials suitable for use with young children. One focus of their inquiries has been the investigation of young children's abilities to structure relational constructs, using the data of the physical and cultural habitat of man.

Chapter IV of the 37th Yearbook, Effective Thinking in the Classroom, was written by Charlotte Crabtree.[32] The chapter contains additional information on the curriculum research in which she is engaged and includes a diagram of her model of geographic inquiry along with a classroom example of its use. In Chapter V of the same yearbook, Fannie R. Shaftel and Theodore W. Parsons express their views of models in general and give a brief critique of Crabtree's model of geographic inquiry.[33]

The materials produced by this elementary school geography project are highly localized, and their production is limited. Similar materials can be produced locally by curriculum groups. For more information on the approach and on inquiry in general, the reader should consult the following articles by Charlotte Crabtree: "Inquiry Approaches to Learning Concepts and Generalizations in Social Studies", *Social Education*, XXX (October 1966), 407-411, 414, and "Inquiry Approaches: How New and How Valuable?" *Social Education*, XXX (November 1966), 523-525, 531.

## 7.0 World Affairs

### 7.1 The Foreign Policy Association Project

***The Foreign Policy Association School Services*** project was started in 1965. It was expanded in 1967 to include five regional directors, providing an organization of national scope that could serve educators and schools in all 50 states in improving the teaching of world affairs. Services include:

- Suggesting materials and methods of teaching

- Arranging conferences and workshops to improve the teaching of world affairs
- Providing consultants to national, regional, and state organizations
- Publishing suggested model materials for world affairs courses

Materials have been developed for grades K–12. Much of the available material is for teacher use. The following publications may be obtained from Foreign Policy Association, 345 East 46th Street, New York, New York 10017.

1. "A Bibliography of Paperback Series on World Affairs."
2. *Intercom*, published six times a year as a special service for those interested in world affairs. Each issue includes a special feature about a particular phase of world affairs plus information on teaching ideas, new materials, conferences, and special events. Subscription price is $5 per year; single copies available at $1 each. Back copies are available.
3. *Great Decisions*, booklets, available to high schools at special prices through Allyn and Bacon, Inc., 150 Tremont Street, Boston, Massachusetts 02111. These are also useful to elementary teachers for enlarging their background on world affairs.
4. *Headline Series*, published six times a year, contains analyses of major foreign policy problems. Subscription price is $4 per year; single copies are 75 cents.
5. *World Affairs Book Center* has the largest selection of books, pamphlets, and other materials in the field of world affairs. Contact the Foreign Policy Association for information on mail order services.

### 7.2 The Glens Falls, New York Project

The project *Improving the Teaching of World Affairs* was initially sponsored by the National Council for the Social Studies and the Board of Education of Glens Falls, New York. For 10 years world affairs education has been a regular commitment with the Glens Falls schools in an effort to develop student awareness of the problems of world understanding. Abandoning the more traditional procedure of first trying to introduce curriculum changes in the schools, the Director of ITWA, Harold M. Long, assumed that an increased sensitivity to world affairs would lead to far-reaching changes in the entire curriculum. Thus, the attempt has been made to stimulate and encourage teachers to reorient their teaching, regardless of the subject area, toward an attitude of world understanding. There is no course of study, and no additional

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Students, teachers, school administrators, and citizens of Glens Falls worked together to develop the program. A World Affairs Center was set up in each of the Glens Falls Schools to stock booklets, periodicals, maps, charts, filmstrips, and other materials for teacher and classroom use. Workshops sponsored by the ITWA and the Glens Falls Teachers Association brought teachers together with expert consultants to study world geography, world cultures, and world health, or to work on individual group projects. To gather information, teachers visited the United Nations, the Educational Materials Laboratory of the U.S. Office of Education in Washington, and other centers. The Board of Education sponsored new and varied ways of stimulating teachers to have a world outlook. In 1964 and in 1966, the Board and the Glens Falls Foundation provided funds permitting eight teachers each year to participate in the German-American Cultural Exchange Program, a seven-week travel-study experience in Germany. In 1965, the school district was invited by the Office of Overseas Schools of the United States Department of State to organize a school-to-school program with the American Cooperative School in Tunis, Tunisia. The purpose was to exchange materials and personnel, and take necessary steps to make the overseas school a model of American education. Since that time eight Glens Falls staff members have visited Tunisia. In addition, the district has been responsible for assigning six student teachers to the school in Tunisia for their practice-teaching experience. The community has been involved in a Community Ambassador Program, an American Field Service Program, and the Rotary Youth Exchange Program. Local school teachers have spoken to area schools, PTA's, churches, and other civic groups. The school district made application to the U.S. Office of Education under Title III of the Elementary and Secondary Education Act, for the establishment of a world affairs center. The U.S. Office of Education supported the grant and on September 1, 1966, ITWA became AWARE. AWARE stands for Adirondack World Affairs Resources for Education. The AWARE Program is a world affairs service to public and private schools in the seven counties of the Adirondack Mountains region of New York State. The center is a clearinghouse for instructional materials useful in world affairs teaching and is also the planning agency for teacher-training programs in world understanding throughout the seven counties AWARE serves.

The history and development of the Glens Falls program was outlined and described in detail in Bulletin No. 35 of the National Council for the Social Studies.[38]

A 1968 publication of the National Council for the Social Studies presents a sampling of ideas, a cross-section of projects, and some examples of programs that have been used in the Glens Falls City School District.[35] The ideas, lessons, and activities are arranged by grade levels, kindergarten through secondary, and are presented in a form which should facilitate their use by teachers in other schools. Curricular revision or the introduction of new courses will not be required to use the ideas that are included. Teachers who wish to reorient their teaching toward an attitude of world understanding may simply correlate or integrate the suggested ideas with their own adopted curriculum. *Bringing the World Into Your Classroom: Gleanings from Glens Falls* (Curriculum Series, No. 13) may be purchased for $2.75 from National Council for the Social Studies, 1201 Sixteenth Street, N. W., Washington, D. C. 20036. *Improving the Teaching of World Affairs: The Glens Falls Story* (Bulletin No. 35) may be purchased for $2.00 from the same source.

## 8.0 World Cultures

### 8.1 The Asian Studies Project

*The Asian Studies Curriculum Project*, directed by John U. Michaelis, was designed to develop curriculum guides and materials which would lead to more effective programs for teaching about Asian countries, peoples, and cultures in elementary and secondary schools. Concepts, generalizations, and themes from completed research and studies by social scientists and specialists on Asia were to be used as a basis for planning. A critical review was to be made of objectives, points of view, organization patterns, and principles of instruction for the curriculum about Asia. A planning committee made up of professors of various departments of the University of California at Berkeley was to provide overall direction for the project. An advisory committee of teachers and curriculum specialists from public school systems was to assist in expediting project activities. To provide opportunities for working on instructional guides and other materials, summer workshops were to be organized. The guides and instructional materials prepared by the project staff and in the workshops were to be tried out and evaluated in the schools.

The final report of this project to improve instruction in Asian studies in grades 1–12 has now been made. The report contains extensive lists of general guidelines for incorporating Asian studies into the social studies curriculum; guidelines for preparing units of instruction on Asian topics; example units for elementary and secondary grades; assessments of units prepared for the project, based on teacher evaluations, student reactions, and test data; and an outline and illustrative lesson plans for a thematic approach to an elective high school course on Asian cultures. A sum
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### 8.2 The Ohio State Un

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on Asian cultures. A summary of project activities and recommendations for improving curriculum development projects in the social studies are also included. Appendixes present a list of sources of information on Asian studies and Asian countries, a list of project personnel, a list of materials disseminated by the project, and instruments used to evaluate units of instruction. For a detailed list of publications, write to Dr. John U. Michaelis, Director, Asian Studies Curriculum Project, 4529 Tolman Hall, University of California, Berkeley, California 94720.

### 8.2 The Ohio State University Asian Studies Project

*The Asian Studies Project* is a service project designed to promote increased attention to Asian studies in elementary and secondary education by serving as a clearinghouse for identifying resource materials and curriculum efforts throughout the country, as well as by developing its own units of study. *Focus on Asian Studies* is a quarterly newsletter which serves as a continuing source of information on various Asian studies programs, new books, pamphlets, periodicals, audiovisual aids, study opportunities for teachers, and other related materials. The newsletter is offered free of charge and may be obtained by writing Dr. Franklin R. Buchanan, 235 Arps Hall, College of Education, Ohio State University, 1945 North High Street, Columbus, Ohio 43210.

### 8.3 The University of Texas Latin America Project

*The Curriculum Project on Latin America* is designed to develop guidelines and resource materials on Latin America for use in grades 1–12. The plans include the identification of major ideas essential for a basic understanding of contemporary Latin America. Two of the completed background studies are reported here.

*Teaching About Latin America in the Elementary School: An Annotated Guide to Instructional Resources*, bibliography of written and audiovisual material relating to Latin America, was prepared by the staff of the Latin America Curriculum Project at the University of Texas. This bibliography was prepared for teachers, supervisors, and curriculum writers in the elementary schools. Most of the materials cited have been published since 1960, although fiction books published since 1950 were also included because they are less dated by the passage of time. Entries are designated as appropriate for primary or intermediate or a specific grade level. A source list of names and addresses is provided. For secondary personnel in social studies, a separate bibliography is included.

*Key Ideas about Latin America, Bulletin Number 4.* Selected key ideas contained in this bulletin about Latin America are organized around six categories and are meant as suggestions for curriculum building and emphasis in a social studies class. The six categories are:

- Physical Environment
- Historical Background
- Contemporary Economics
- Contemporary Politics, Government, and International Relations

Many topics can be introduced in a simplified manner in early grades and developed progressively through senior high school. One of the principal assumptions of this project is that the teacher is the focal point of any program which purports to strengthen instruction about Latin America, and that the new curricula and new materials will be of little consequence unless teachers are well informed. The inductive approach, starting with facts and moving towards conceptualizing and generalizing, is a suggested teaching strategy. The bulletin emphasizes ends and not means, generalizations and not details, Latin America as a whole and not the individual countries.

For more information on these materials and others being developed, contact Latin American Curriculum Project, Clark C. Gill and William B. Conroy, Directors, 403 Sutton Hall, The University of Texas, Austin, Texas 78712.

## Curriculum Materials Analysis System [36]

(A method for evaluating projects for
use in a local school system)

### Summary Outline

1.0 Descriptive Characteristics
1.1 Media available from producer
1.2 Sources -- author, background, institution, publisher, edition
1.3 Time needed for use of the materials; that is, how long does the author recommend use of the materials
1.4 Style
1.5 Money cost
1.6 Availability
1.7 Performance data availability
1.8 Subject area and content
1.9 Dominant characteristics of curriculum form

2.0 Rationale and Objectives
2.1 Rationale
2.11 Goals of education
2.12 Goals of education
2.13 Implementation -- h
2.14 Consistency of aut
2.2 General objectives
2.21 Cognitive (main hea
2.22 Affective (main hea
2.23 Psychomotor skills
2.3 Specific objectives
2.31 Cognitive (detailed
2.32 Affective
2.33 Psychomotor skills
2.4 Behavioral objectives

3.0 Antecedent conditions
3.1 Pupil characteristics (ente
3.11 Sex appropriatenes
3.12 Ethnic orientation
3.13 Age
3.14 Social class
3.15 Regional characteri
3.16 Special skills
3.17 Achievement -- asp
3.2 Teacher capabilities and
3.3 Community
3.4 School
3.5 Articulation (external on

4.0 Content
4.1 Cognitive structure
4.11 Overall view of sub
4.111 Major concep
fundamental
4.112 Major proces
4.113 Facts
4.12 Curriculum subject
4.121 Major concep
4.122 Major proces
4.123 Facts

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- 2.0 Rationale and Objectives
  - 2.1 Rationale
    - 2.11 Goals of education with respect to the individual
    - 2.12 Goals of education with respect to society
    - 2.13 Implementation -- how curriculum contributes to these goals
    - 2.14 Consistency of author's empirical and normative assumptions
  - 2.2 General objectives
    - 2.21 Cognitive (main headings of Bloom taxonomy)
    - 2.22 Affective (main headings of Krathwohl taxonomy)
    - 2.23 Psychomotor skills
  - 2.3 Specific objectives
    - 2.31 Cognitive (detailed Bloom taxonomy)
    - 2.32 Affective
    - 2.33 Psychomotor skills
  - 2.4 Behavioral objectives

- 3.0 Antecedent conditions
  - 3.1 Pupil characteristics (entering behavior and conditions)
    - 3.11 Sex appropriateness
    - 3.12 Ethnic orientation
    - 3.13 Age
    - 3.14 Social class
    - 3.15 Regional characteristics
    - 3.16 Special skills
    - 3.17 Achievement -- aspiration
  - 3.2 Teacher capabilities and requirements
  - 3.3 Community
  - 3.4 School
  - 3.5 Articulation (external only)

- 4.0 Content
  - 4.1 Cognitive structure
    - 4.11 Overall view of subject (apart from curriculum; *by* the author)
      - 4.111 Major concepts (or schemes, or conceptual structures, or fundamental ideas)
      - 4.112 Major processes of the discipline(s)
      - 4.113 Facts
    - 4.12 Curriculum subject content
      - 4.121 Major concepts
      - 4.122 Major processes
      - 4.123 Facts

4.2 Affective content
    4.21 Author's views of affective content of the discipline(s)
    4.22 Curriculum content
4.3 Psychomotor skills
    4.31 Gross muscular use, conditioning, and coordination
    4.32 Fine muscular use, conditioning, and coordination

5.0 Instructional theory and teaching strategies
    5.1 Author's orientation
    5.2 Elements of instructional theory, and their uses in teaching strategies
        5.21 Creation of predispositions to learning
        5.22 Structure and form of knowledge
        5.23 Ordering of content, based on theory of learning
        5.24 Form and pacing of reinforcement
    5.3 Teaching forms, or modes, or transactions
        5.31 Predominance of teacher-to-student action
        5.32 Predominance of resource-to-student action
        5.33 Predominance of teacher-student interactions
        5.34 Predominance of student-student interactions
        5.35 Predominance of student-resource interactions
    5.4 Use of teaching forms

6.0 Overall judgments
    6.1 Sources of descriptive data (evaluation)
    6.2 Effects reported or predicted by sources in 6.1
    6.3 Comparisons
    6.4 Recommended uses

# V. Evaluation of a New Social Studies Curriculum

- **Why Is Evaluation a Crucial Part**
- **What Are Complementary**

The topic of evaluation of instruction
is contemplated. While admittedly th
social studies are not as precise as in
learning within a new instructional
techniques should be included *earl*
question must constantly be raised: *If*
*its success be gauged?* If consideration
has been completed, efforts in this dire

A new program of instruction in the
several vantage points. Whenever p
quantified so that an overall view can
vocal minority.

## An Index of Teacher Satisfaction Is One Vantage Point

Teachers are among the most importa
social studies. In order to make a
sympathy with it and be satisfied wi
trial period for a new program, perh
formal evaluation might be underta
questionnaire which follows suggests
might be sought.

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- **Why Is Evaluation a Crucial Part of a Social Studies Curriculum Project?**
- **What Are Complementary Parts of a Total Evaluation Program?**

The topic of evaluation of instruction arises immediately when program revision is contemplated. While admittedly the techniques of evaluation for use in the social studies are not as precise as in other curricular areas, some assessment of learning within a new instructional program must be undertaken. Evaluation techniques should be included *early* in a curriculum revision project. The question must constantly be raised: *If this change in program is made, how can its success be gauged?* If consideration of evaluation is left until after the revision has been completed, efforts in this direction will be hampered considerably.

A new program of instruction in the social studies should be reviewed from several vantage points. Whenever possible, ideas and opinions should be quantified so that an overall view can be taken rather than basing judgment on a vocal minority.

## An Index of Teacher Satisfaction Is One Vantage Point

Teachers are among the most important sources for reaction to a new program in social studies. In order to make a new program work, teachers must be in sympathy with it and be satisfied with their working conditions. At the end of a trial period for a new program, perhaps at the end of its first year of use, a formal evaluation might be undertaken with a questionnaire study. The sample questionnaire which follows suggests several areas about which teacher opinion might be sought.

## An Evaluation of Our Social Studies Program

**Instructions:**

Please designate your personal feelings concerning the seriousness of these problems by checking (x) one of the columns below (1 - 2 - 3 - 4 - 5) as designated according to the following:

1. Very serious problem
2. Sometimes a serious problem
3. Only occasionally a problem
4. Very seldom a problem
5. Never a problem

### I. Textbooks, Supplementary Materials, and Time Allotment

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| a. Texts not available for each pupil | | | | | |
| b. Shortage of interesting and graded supplementary reading materials such as newspapers, magazines, books, and pamphlets for topics in our program | | | | | |
| c. Lack of information concerning the availability, selection, and use of the supplementary materials referred to above | | | | | |
| d. Materials in the texts too easy | | | | | |
| e. Materials in the texts too difficult | | | | | |
| f. Texts contain too many concepts | | | | | |
| g. Texts contain too few concepts | | | | | |
| h. Time allotment insufficient to cover the material in the program | | | | | |

### II. Audiovisual and Other Tea

a. Shortage of films r
studies

b. Shortage of slides r
studies

c. Shortage of manu
complementary
accompany films an

d. Shortage of silent fi
to social studies

e. Shortage of tape
records related to so

f. Lack of suitable film

g. Lack of suitable slid

h. Lack of informatio
availability, selecti
audiovisual materia

i. Lack of bulletin b
suitable materia
subject-related, mo
board displays

j. Lack of chalkboard

k. Lack of tables and t

l. Lack of television
special programs

ram

seriousness of these
w (1 - 2 - 3 - 4 - 5) as

**ment**

| 2 | 3 | 4 | 5 |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

## II. Audiovisual and Other Teaching Aids

| | | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| a. | Shortage of films related to social studies | | | | | |
| b. | Shortage of slides related to social studies | | | | | |
| c. | Shortage of manuals and other complementary materials to accompany films and slides | | | | | |
| d. | Shortage of silent film strips related to social studies | | | | | |
| e. | Shortage of tape recordings or records related to social studies | | | | | |
| f. | Lack of suitable film projector | | | | | |
| g. | Lack of suitable slide projector | | | | | |
| h. | Lack of information concerning the availability, selection, and use of audiovisual materials | | | | | |
| i. | Lack of bulletin board space and suitable materials to prepare subject-related, motivating bulletin board displays | | | | | |
| j. | Lack of chalkboard space | | | | | |
| k. | Lack of tables and table display | | | | | |
| l. | Lack of television and radio for special programs | | | | | |

| | | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| m. | Lack of authentic materials for demonstrations and special projects | | | | | |
| n. | Lack of suitable maps, globes, pictures, and other useful subject-related materials | | | | | |

### III. Class Enrollment and Related Problems

| | | | | | | |
|---|---|---|---|---|---|---|
| a. | Enrollment of classes too large, making it difficult to consider individual differences in teaching | | | | | |
| b. | Class periods too long for the physical and mental endurance span of the particular group | | | | | |
| c. | Class periods too short, making it difficult to complete scheduled activities | | | | | |
| d. | No grouping allowed, creating a situation in which the ability range of students within a given class is too great to do effective teaching to all individuals in the class. | | | | | |

### IV. Pupil Interest, Participation, and Methods of Inquiry

| | | | | | | |
|---|---|---|---|---|---|---|
| a. | Pupils do not seem to be interested in social studies | | | | | |
| b. | Pupils study social studies only when required to do so | | | | | |
| c. | Difficult to get pupils to use their out-of-school experience in discussions | | | | | |

d. Difficult t
ideas in sc
use of art, r

e. Difficult t
ideas in
writing

f. Difficult t
supplemen
units of stu

g. Informatio
suited to t
the pupils

h. Difficult
teacher-pu

i. Difficult
recite in cl

j. Difficult
discipline
interesting

k. Difficulty
groups in t

l. Discipline
normal cla

V. Administrative, Su

a. Special te
physical
cooperate
when serv
projects
musical sk

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
|  |  |  |  |  |
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|---|---|---|---|---|
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**f Inquiry**

|  |  |  |  |  |
|---|---|---|---|---|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| d. | Difficult to get pupils to portray ideas in social studies through the use of art, music, dramatics, etc. |  |  |  |  |  |
| e. | Difficult to get pupils to portray ideas in social studies through writing |  |  |  |  |  |
| f. | Difficult to get pupils to bring in supplementary materials when new units of study are introduced |  |  |  |  |  |
| g. | Information in the texts is not suited to the interests and needs of the pupils |  |  |  |  |  |
| h. | Difficult to get extensive teacher-pupil interchange of ideas |  |  |  |  |  |
| i. | Difficult to motivate pupils to recite in class |  |  |  |  |  |
| j. | Difficult to maintain acceptable discipline because of lack of interesting things to do |  |  |  |  |  |
| k. | Difficulty in working with several groups in the classroom |  |  |  |  |  |
| l. | Discipline problems interfere with normal class proceedings |  |  |  |  |  |

## V. Administrative, Supervisory, and Staff Relations

|  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|
| a. | Special teachers in art, music, and physical education do not cooperate with classroom teacher when services are needed for special projects such as pantomimes, musical skits, etc. |  |  |  |  |  |

| | | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| b. | School policies do not permit teacher freedom to use own ideas in the development and use of units of study | | | | | |
| c. | Lack of freedom to use outside resource people for special occasions | | | | | |
| d. | Too many suggestions and help from supervisors | | | | | |
| e. | Not enough suggestions and help from supervisors | | | | | |
| f. | Administration provides no free time during the school day to prepare lessons | | | | | |
| g. | Difficult to determine board and administrative policies relative to excursions, supply purchases, etc. | | | | | |

## VI. Evaluation Procedures in the Classroom

| | | | | | | |
|---|---|---|---|---|---|---|
| a. | Restrictions on administering commercial achievement and intelligence tests | | | | | |
| b. | Difficult to interpret commercial test results to parents and pupils | | | | | |
| c. | Difficult to write good test items | | | | | |
| d. | Difficult to write test items that require thinking rather than rote memory of facts in the text | | | | | |

e. Difficult to use tes
tools because of ens
over controversial ite

f. Difficult to write tes
easily interpreted by

g. Difficult to deter
important enough to
the test

h. Difficult to maint
when scoring tests a
test scores

i. Difficult to cope
relative to test score
seem intolerant wi
exclusive of the pupi

j. Difficult to determi
promotion status o
pupils at the end o
year

## VII. Community Resources an

a. Lack of informat
community resource

b. Lack of school n
community

c. Lack of communi
with school

d. Restrictions on tea
interest groups su
American Legion, V

3 4 5

| | | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| e. | Difficult to use tests as teaching tools because of ensuing arguments over controversial items | | | | | |
| f. | Difficult to write test items that are easily interpreted by pupils | | | | | |
| g. | Difficult to determine what is important enough to be included in the test | | | | | |
| h. | Difficult to maintain objectivity when scoring tests and interpreting test scores | | | | | |
| i. | Difficult to cope with problems relative to test scores when parents seem intolerant with low scores, exclusive of the pupil's ability | | | | | |
| j. | Difficult to determine retention or promotion status of some of the pupils at the end of the academic year | | | | | |

**VII. Community Resources and Their Utilization**

| | | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| a. | Lack of information concerning community resources | | | | | |
| b. | Lack of school news outlets to community | | | | | |
| c. | Lack of community cooperation with school | | | | | |
| d. | Restrictions on teaching by local interest groups such as PTA, American Legion, VFW, etc. | | | | | |

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| e. Pressure from local interest groups determining partially what is taught (same groups as d) | | | | | |
| f. Administrative restrictions on taking class on excursions | | | | | |
| g. Difficult to maintain original interest in problems for which excursions were originally planned and initiated | | | | | |
| h. Lack of funds with which to participate in community enrichment activities such as contests, fairs, exhibits, lectures, etc. | | | | | |

Once the data from the teacher questionnaire have been compiled, a simple analysis of them may be made. A mean response figure could be calculated for each item, allowing for comparisons between different sections of the total questionnaire and comparisons between different sections of the total questionnaire and comparisons between different grade levels. To get frank responses, it will be important that the teachers responding to the questionnaire remain anonymous.

## Determining Student Interests Is Another Vantage Point

Student interest and motivation might be measured when evaluating a new program of study. Many public school systems have carried out subject preference studies at the upper grade levels with revealing results. It is a well-known fact that students' level of motivation for a subject has a great deal to do with their achievement in that subject. If carried out periodically, such information could serve as a convenient barometer of student acceptance of new instructional programs.

Subject preference questionn
They may take one of many
desired. They may encompa
interest in types of learning
which follows encompasses se
social studies instruction.

Wha

School ____

Rank in order the three subje
Choose from this list: art,
etc.), mathematics, music, ph

First Choice ____

Third

Do you think social studies is

Hard ____

The following list is made u
studies class. Rate how well y

1. - I like it very much
2. - I like it somewhat
3. - I neither like it no
4. - I dislike it.
5. - I dislike it very mu

If you have not done the acti

1. - Read in textbook
2. - Read in other soc
3. - Use encyclopedia
4. - Write reports ____
5. - Give reports to th

| 4 | 5 |
|---|---|
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| | |

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calculated for
of the total
of the total
To get frank
questionnaire

uating a new
out subject
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iodically, such
ptance of new

Subject preference questionnaires are usually not administered below grade 4. They may take one of many different forms and be as simple or complex as desired. They may encompass both an inquiry into subject preference and interest in types of learning activities within a particular subject. The example which follows encompasses several related questions about student reactions to social studies instruction.

### What Do You Like To Study

School ________________ Grade ________________

Rank in order the three subjects you like best in school.
Choose from this list: art, language arts (spelling, handwriting, composition, etc.), mathematics, music, physical education, reading, science, social studies.

First Choice ______________ Second Choice ______________

Third Choice ______________

Do you think social studies is a hard or easy subject in school?

Hard ______________ Easy ______________

The following list is made up of activities you may have done in your social studies class. Rate how well you like to do each activity. Use these marks:

1. - I like it very much.
2. - I like it somewhat.
3. - I neither like it nor dislike it.
4. - I dislike it.
5. - I dislike it very much.

If you have not done the activity, leave it blank.

1. - Read in textbooks __________
2. - Read in other social studies books __________
3. - Use encyclopedias __________
4. - Write reports __________
5. - Give reports to the rest of the class __________

6. - Listen to reports given by other students ___________

7. - Look at and discuss films and filmstrips ___________

8. - Go on fieldtrips___________

9. - Listen to special visitors in the classroom ___________

10. - Write and act out plays for the class ___________

11. - Use the dictionary to learn new words ___________

12. - Draw pictures for bulletin boards ___________

13. - Work with other students on special projects ___________

14. - Study maps of places you are studying about ___________

15. - Make articles for an exhibit ___________

16. - Write imaginary stories ___________

17. - Interview people to get information ___________

18. - Make a notebook or scrapbook ___________

19. - Use the TV in the classroom for current events ___________

20. - Make and use tape recordings or video tapes with the rest of the class ___________

An analysis of students' responses to such a questionnaire is relatively simple and could supplement a teachers' assessment of the success of a new social studies program. Having determined, for example, that the social studies area did not rank among the best-liked subjects, teachers and supervisors might examine the activity preferences to find reasons for the low rating. Care could then be taken to assure that the students possess the skills necessary for success in the activities which were identified. Also, extra time could be allotted to motivate the class for essential activities.

## Objective Evidence Is A Third Vantage Point

The measurement of educational outcomes is a third way to evaluate a new social studies program. Cautions must be taken, obviously, with the interpretation of test scores, but, carefully administered, they return a great deal of information for a relatively small investment of time and money. Particularly if longitudinal records are kept for individuals and composite class scores, much information about the effectiveness of a new program may be gained. Several questions concerning the use of objective evidence may be raised:

1. Of what value is th
new elementary soci

2. What contributions
the process of assess

3. What is the role of th

### The Standardized Test

Two types of standardized test
social studies: content-cent
content-centered test assumes th
to coverage of certain broad
content-centered test rarely fits
scores derived from the adminis
be taken as reflective of the tr
should they be used in evaluati
The one function which the co
index of the level of general
groups. This index, coupled wi
students, can be helpful in ass
legitimately be expected from
following content-centered tests

*American School Achievement*
Public School Publishing Comp
for Grades 4 –6.

*California Tests in Social and R*
Monte Research Park, Monterey

*Coordinated Scales of Attainm*
Publishers, Inc., Minneapolis, M

*Metropolitan Achievement Bat*
Third Avenue, New York, New

The skills-centered test, unlik
coverage of common topics by
behind the skills-centered t
characterizes an elementary so

1. Of what value is the standardized test in assessing the success of a new elementary social studies program.

2. What contributions do different styles of standardized tests make to the process of assessment?

3. What is the role of the teacher-made test in assessment?

## The Standardized Test

Two types of standardized tests are pertinent to the objectives of elementary social studies: content-centered tests and skills-centered tests. The content-centered test assumes that the student taking the test has been exposed to coverage of certain broad topics of social studies. Because of this, a content-centered test rarely fits a particular local social studies program. Test scores derived from the administration of content-centered tests thus should not be taken as reflective of the true educational progress that has been made; nor should they be used in evaluating the effectiveness of a teacher in the classroom. The one function which the content-centered test can fulfill is that of giving an index of the level of general knowledge possessed by individuals and class groups. This index, coupled with information about the intelligence level of the students, can be helpful in assessing the level of social studies work which can legitimately be expected from a group of elementary school students. The following content-centered tests are available for purchase:

*American School Achievement Tests: Part 4, Social Studies and Science*, Public School Publishing Company, 345 Calhoun Street, Cincinnati, Ohio. for Grades 4–6.

*California Tests in Social and Related Sciences*, California Test Bureau, Del Monte Research Park, Monterey, California. For Grades 4–6.

*Coordinated Scales of Attainment*, Educational Test Bureau, Educational Publishers, Inc., Minneapolis, Minnesota. For Grades 4–6.

*Metropolitan Achievement Battery*, Harcourt, Brace and World, Inc., 750 Third Avenue, New York, New York. For Grades 5–6.

The skills-centered test, unlike the content-centered test, does not assume coverage of common topics by all students being tested. Rather, the philosophy behind the skills-centered test is that regardless of the content which characterizes an elementary social studies program, skill development should be an important outcome. Again, it is extremely important that longitudinal records be kept of individual scores and class composites. Diagnosis of general weaknesses may be made and lessons planned to correct these deficiencies. There are two skill-centered standardized tests available:

*Iowa Tests of Basic Skills*, Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts. For Grades 3–6.

*Sequential Tests of Educational Progress*, Educational Testing Service, Princeton, New Jersey. For Grades 4–6.

### The Teacher-made Test

Properly constructed and administered, the teacher-made test holds the greatest promise of measuring the intended outcomes in a particular social studies program. One excellent, recent publication containing much practical information and suggestions for the construction of teacher-made tests is the 35th Yearbook of the National Council for the Social Studies.[37] Teachers attempting to improve the quality of their tests will be particularly interested in Chapter 1, The Role of Evaluation in Teaching and Learning, Chapter 3, The Objective Test Item; Chapter 8, Evaluating Understandings, Attitudes, Skills, and Behaviors in Elementary School Social Studies; and Chapter 10, Using the Results of Measurement.

As a constructive project for measuring knowledge and understanding, the teaching staff might compile a pool of items for a given grade level. A teacher might select items for a unit test, depending upon whether that knowledge or understanding had been included in the teaching of the unit.

Another dimension of achievement which has received increasing attention in the last few years is that of the so-called "affective behavior." This domain is inclusive of such matters as attitudes, feelings, emotions, and opinions. A recent publication of the Association for Supervision and Curriculum Development[38] catalogs the measuring instruments which are available for use in this area. Categories included are:

- Attitude
- Scales
- Creativity
- Interaction
- Miscellaneous
- Motivation
- Personality
- Readiness
- Self-concept

Although it must be recogniz
lower statistical reliability tha
they may be useful for gatherin
reactions to a revised social stu

## Experienced Observe
## Are A Fourth Vantag

The opinions of experienced t
success of a new social studi
report is subjective, it is ten
intraschool visitation might b
These would in no sense be
would provide opportunities t
new curriculum, how well t
taught, and how well they a
study. There is no substitute
provided that observations a
classrooms to assure a represen

nely important that longitudinal s composites. Diagnosis of general to correct these deficiencies. There ble:

lin Company, 2 Park Street,

ducational Testing Service,

eacher-made test holds the greatest mes in a particular social studies tion containing much practical ction of teacher-made tests is the or the Social Studies.[37] Teachers sts will be particularly interested in hing and Learning, Chapter 3, The nderstandings, Attitudes, Skills, and udies; and Chapter 10, Using the

knowledge and understanding, the s for a given grade level. A teacher g upon whether that knowledge or ing of the unit.

has received increasing attention in "affective behavior." This domain is s, emotions, and opinions. A recent or Supervision and Curriculum ments which are available for use in

- Motivation
- Personality
- Readiness
- Self-concept

Although it must be recognized that tests of this nature tend to possess much lower statistical reliability than either content-centered or skills-centered tests, they may be useful for gathering additional information about students and their reactions to a revised social studies program in the elementary school.

## Experienced Observers Are A Fourth Vantage Point

The opinions of experienced teachers should not be overlooked in assessing the success of a new social studies curriculum. While the evidence that they can report is subjective, it is tempered with experienced judgment. A system of intraschool visitation might be established as part of teacher inservice training. These would in no sense be used to evaluate the teacher's performance, but would provide opportunities to see how well students are using materials in the new curriculum, how well they are able to grasp the major concepts being taught, and how well they are applying the ideas they have gained through study. There is no substitute for actually observing students in the classroom, provided that observations are made over a period of time and in enough classrooms to assure a representative sampling.

# Appendix A

## EXAMPLE I

Pittsburgh, Pennsylvania
Scope and Sequence

| | KINDERGARTEN<br>Our Friends and Helpers | FIRST GRADE<br>Families of School and Home | SECOND GRADE<br>Interdependence of Our Community | THIRD GRADE<br>Pittsburgh, My City |
|---|---|---|---|---|
| GEOGRAPHY | Seasons and weather affect the activities of people. | Topography helps determine how people live. | Growing things to preserve the natural resources. | People must plan and work together to conserve natural resources. |
| | People adapt to the natural environment to meet their needs. | Natural resources determine the kind of skills people use. | Topography helps determine how neighborhood communities are laid out. | Pittsburghers are interdependent with other communities of the world because of differing environments. |
| ECONOMICS | Care in use of equipment and materials makes them last longer | Members of the school family are interdependent upon each other. | People earn a living by producing services and goods for others. | Pittsburgh is a large industrial city. |
| | Our schools need special workers who provide services. | The policeman and librarian are workers who provide services for us. | Workers need special skills to do their jobs. | Pittsburgh uses products from other parts of the world. |
| SOCIOLOGY and ANTHROPOLOGY | Children go to school to learn, to work, and play together. | Children everywhere go to school. | Business tends to locate in the central area of the neighborhood. | Pittsburgh is a large community made up of smaller communities. |
| | We depend upon one another for love, approval, and help at school as well as at home. | Children everywhere belong to a family. | The school is one of the places where we learn. | Newspapers, television, and radio help keep us informed. |
| GOVERNMENT | We can live happily together if we respect the rights of others. | Rules and regulations are needed for safety and courtesy. | Organization and rules are necessary for good living in the classroom. | Pittsburgh provides special services for the good of all. |
| | Safety drills are necessary. | We help by obeying the rules of the community. | Some neighborhood services are paid for by taxes. | People plan together to make their city a better place to live. |
| AMERICAN HERITAGE | We are proud to be Americans. | Our flag has special meaning for us. | Special observances make us more aware of our American heritage. | Names of streets and places in Pittsburgh help us remember important people and events. |
| | We remember and honor great men in our country. | Thanksgiving is part of our American heritage. | | Pittsburgh long ago was the foundation of Pittsburgh today. |

**EXAMPLE 2**
Denver, Colorado
Scope and Sequence
(1964)

### GRADE FIVE

THE UNITED STA
- Early Exploratio
- Colonial Living
- Our United Stat
- Canada, An Inde

### GRADE FOUR

THE WORLD AS THE HOME OF M
- Learning to Think Geographically
- WAys People Live in Hot-Wet and
- Ways People Live in Highland and
- The World of Many People

### GRADE THREE

THE LARGER COMMUNITY
- Communities of Colorado
- Denver -- A Large City Community
- Other Large City Communities in the United States
- Citizenship and Responsibility in the Community

### GRADE TWO

THE WORLD BEYOND OUR NEIGHBORHOOD
- Recreation in Our Local Natural Surroundings
- How We Get Our Food
- Ways We Travel
- Children of Other Lands

### GRADE ONE

NEIGHBORHOOD AND COMMUNITY SERVICE
- Good Citizenship in the Neighborhood
- Families Near and Far
- The Neighborhood Shopping Center
- People Who Help Us

### KINDERGARTEN

IMMEDIATE SURROUNDINGS
- School Living
- Our Family

GRADE SIX

LATIN AMERICA: NEIGHBORS TO THE SOUTH
- An Overview of Latin American Geography
- Exploration and Development of Latin America
- Modern Latin America -- Problems Facing Its People
- Interdependency of the Western Hemisphere

GRADE FIVE

THE UNITED STATES AND CANADA
- Early Exploration in the Western Hemisphere
- Colonial Living Leads to Independence
- Our United States
- Canada, An Independent Nation

GRADE FOUR

THE WORLD AS THE HOME OF MAN
- Learning to Think Geographically
- WAys People Live in Hot-Wet and Hot-Dry Lands
- Ways People Live in Highland and Lowland Regions
- The World of Many People

GRADE THREE

THE LARGER COMMUNITY
- Communities of Colorado
- Denver -- A Large City Community
- Other Large City Communities in the United States
- Citizenship and Responsibility in the Community

GRADE TWO

THE WORLD BEYOND OUR NEIGHBORHOOD
- Recreation in Our Local Natural Surroundings
- How We Get Our Food
- Ways We Travel
- Children of Other Lands

D AND COMMUNITY SERVICE
hip in the Neighborhood
and Far
hood Shopping Center
elp Us

## EXAMPLE 3

Rochester, Minnesota
Scope and Sequence
(1964)

### KINDERGARTEN

Home Environment

School Environment

### GRADE ONE

- Home Environment
- Homes in Other Lands
  - Mexico
  - Switzerland
  - Japan
- Special Days
- Our American Heritage
- The World Today

### GRADE TWO

- City of Rochester
- Current Happenings
- Japan
- Mexico
- Switzerland
- France
- India
- State of Hawaii

### GRADE THREE

- Norway
- The Sahara
- North American Tundra
- Australia
- The Amazon
- The Netherlands
- The Philippines
- Patriotism

### GRADE FOUR

- Geography of South America
- Historical Development
- Regions of South America
  - Ecuador, Bolivia, and Peru
  - Brazil and The Guianas
  - Columbia and Venezuela
  - Chile, Argentina, Uruguay and Paraguay
- Middle America
  - Central America
  - Mexico
  - West Indies
- Geography of Canada
- Historical Development of Canada
- Government of Canada
- Regions of Canada

### GRADE FIVE

- Map Skills Review
- Exploration (of United States)
- Early Settlements
- Independence and Growth of Democracy
- Westward Expansion
- Industrialization of the U.S.
- War Between the States
- Our Nation Reunites and Grows
- The U.S. and the World Today
- Physical Geography Study of the U.S.

### GRADE SIX

- The U.S. Before 1875
- The U.S. -- A Great Industrial Nation
- Life and Culture in the Twentieth Century
- The U.S. -- A World Power in the Twentieth Century
- The U.S. -- A World of Neighbors in the Twentieth Century
- Minnesota (9 weeks in Spring)

EXAMPLE 4: CALIFORNIA STATEWIDE STUDY COM

Grade K–2: Mankind: Man's Distinctive Characteris

| Modes and Processes of Inquiry | Illustrative Concepts |
|---|---|
| 1. What is a man? | |
| Analytic<br>Observation<br>Classification<br>Integrative<br>(Comparison) | Human or man or ma<br>Reptiles, mammals, et<br>(Infant dependency) |
| 2. How do men and animals adapt to and change the land they live on? | |
| Analytic<br>Classification<br>Observation<br>Communication<br>Integrative<br>(Comparison) | Landforms and wate<br>bodies<br>(Adaptation and ecol<br>Climate, weather<br>(Topography) |
| 3. Why do things have names? | |
| Analytic<br>As above<br>Integrative<br>(Comparison)<br>Policy<br>Valuing | Name (symbol)<br>Language<br>(written language) |
| 4. Why are there rules for everyone? | |
| Analytic<br>As above<br>Integrative<br>Comparison<br>Policy<br>Valuing | Rules (roles)<br>(Age and sex statuse<br>(Division of labor an<br>of authority)<br>Work, play, needs, w |
| 5. How are people alike and how are they different? | |
| Integrative<br>Observation<br>Comparison<br>Policy<br>Valuing | All previous concep<br>(Space, time)<br>Tools (technology)<br>(Individual differenc<br>ethnic differences<br>Ethnic group con |

PLE 4: CALIFORNIA STATEWIDE STUDY COMMITTEE

rade K–2: Mankind: Man's Distinctive Characteristics

| | Illustrative Concepts | Illustrative Settings |
|---|---|---|
| | Human or man or mankind<br>Reptiles, mammals, etc.<br>(Infant dependency) | Mammals, reptiles<br>Members of the class<br>A Pacific Island community |
| nge the land they live on? | Landforms and water bodies<br>(Adaptation and ecology)<br>Climate, weather<br>(Topography) | Landforms and water bodies<br>The students and their community<br>Eskimos, other tribal groups<br>Animals, including prehistoric |
| | Name (symbol)<br>Language<br>(written language) | Members of the class<br>Plains Indians or Japanese<br>Animals |
| | Rules (roles)<br>(Age and sex statuses)<br>(Division of labor and of authority)<br>Work, play, needs, wants | Members of the class, their families, community<br>Animals<br>A dissimilar human group |
| ifferent? | All previous concepts<br>(Space, time)<br>Tools (technology)<br>(Individual differences; ethnic differences. Ethnic group contributions) | Unfamiliar human groups, over space and time<br>Individuals, contributions |

## EXAMPLE 4: CALIFORNIA STATEWIDE STUDY COMMITTEE

### Grades 3-4: Man and Land: Cultural and Geographic Relationships

| Modes and Processes Of Inquiry | Illustrative Concepts | Illustrative Settings |
|---|---|---|
| 1. Why are particular animals found only in certain environments, while men live almost anywhere? | | |
| Analytic<br>Classification<br>Definition<br>(behavioral)<br>Contrastive analysis<br>Generalization<br>Integrative<br>Comparison | Biological adaptation<br>Cultural adaptation:<br>Technology<br>Division of Labor<br>(social organization,<br>(role)<br>Scale, maps | Selected animals<br>Indian groups in early California<br>Groups in different environments |
| 2. Why do different groups of men develop different ways of living in the same or similar environments? | | |
| Analytic<br>Definition<br>(behavioral)<br>Contrastive analysis<br>Generalization<br>Integrative<br>Holistic integration<br>(cultural) | Natural environment, resources<br>Communities: tribal, rural-urban<br>Cultural adaptation<br>Division of labor, comparative advantage, | Early California<br>Indians in early California<br>Agricultural and mining communities in early California |
| 3. How has urbanization altered man's relation to the natural environment? | | |
| Analytic<br>Observation<br>Classification<br>Definition<br>(behavioral)<br>Contrastive analysis<br>Generalization<br>Policy<br>Valuing | Factors of production<br>Division of labor, comparative advantage, specialization<br>Market, trade, middleman<br>Urban functions<br>Spatial distribution, association, interaction | San Francisco in the 19th Century<br>Los Angeles in the 20th Century<br>The local community |
| 4. How are problems of living being met in the modern urban environment? | | |
| Analytic<br>As above<br>Integrative<br>Observation<br>Classification<br>Comparison<br>Cultural integration<br>Policy<br>Valuing | Cultural adaptation<br>Urban form, functions<br>Economic activities<br>Specialization<br>Comparative advantage<br>Intra-city patterns of location, city-hinterland interaction<br>Decision-making | Three urban centers in different parts of the world<br>Local community |
| 5. What is human about human beings? | | |
| Analytic<br>Observation<br>Classification<br>Definition<br>(behavioral)<br>Contrastive analysis<br>Generalization<br>Communication | Adaptation: biological, cultural<br>Life cycle<br>Culture: use of tools, social organization, communication, urge to explain | Selected animals<br>Indian groups in early California<br>Other groups (different cultures) |

## EXAMPLE 4: CALIFORNIA STATEWIDE STUDY COMMITTEE

### Grades 5–6: Mankind and Men: Interaction, Diversity, Individuality

| Modes and Processes Of Inquiry | Illustrative Concepts | Illustrative Settings |
|---|---|---|
| 1. What happens when different groups of men come in contact? | | |
| Analytic<br>Definition (behavioral)<br>Contrastive analysis<br>Generalization<br>Integrative<br>Holistic integration (cultural)<br>Policy<br>Valuing | Interaction: cooperation, conflict, domination<br>Ethnocentricism, racism<br>Stratification, class values<br>Value conflicts<br>Geographic setting | Spanish-Indian interaction, 16th Century Mexico<br>English-Indian,African interaction, 17th Century Virginia |
| 2. How have ethnic minority groups and individuals affected American development? | | |
| Analytic Interaction:<br>As above<br>Integrative<br>Holistic integration (historical, cultural) | Migration, immigration<br>Segregation,<br>Discrimination<br>Cultural pluralism<br>Ethocentrism, racism | Irish in Boston<br>The Chinese in San Francisco<br>Negroes and Mexican-Americans in cities |
| 3. How do different groups interact in the United States? | | |
| Analytic<br>As above<br>Integrative<br>Comparison<br>Holistic integration (cultural, historical) | Spatial Distribution, association, interaction<br>Decision-making and law | Selected cases of group interaction<br>The student's community |
| 4. How do groups interact in other cultures? | | |
| Analytic<br>Observation<br>Classification<br>Definition (behavioral)<br>Contrastive analysis<br>Generalization<br>Policy<br>Valuing | Race: biological social culture, cultural diversity class, caste<br>Racism, ethnocentrism, and related psychological processes | Brazil<br>India<br>Other societies |
| 5. How is any man like no other man? | | |
| Integrative<br>Observation<br>Classification<br>Definition (refined)<br>Holistic integration (cultural, historical) | Individuality, individualism<br>World view: myth, religion, ideology<br>Creative expression<br>Media of expression<br>Expression of values | Periclean Athens<br>An African culture<br>Late medieval western Europe<br>Confucian China<br>Mexico |

EXAMPLE 5

ROSE TREE MEDIA SCHOOL DISTRICT
Lima, Pennsylvania

SCOPE AND SEQUENCE

**Pages 88 - 89**

*(Generalizations -- Charts following)*

## THEME I

## CENTRAL THEME: MAN AND HIS NATURAL AND CULTURAL ENVIRONMENT

### Unit Titles by Grade Level

| | |
|---|---|
| Kindergarten | Living Where We Are |
| Nongraded Levels I-IV | Meeting People from Other Lands |
| Nongraded Levels V-VI | A. The Concept of Culture<br>B. No Man Is an Island |
| Nongraded Levels VII-VIII | Venture Around the World |
| Nongraded Levels IX-X | New Horizons for Desert Lands |
| Grade 5 | A. Basic Geographic Skills and Understanding<br>B. The United States, U.S.S.R., and Canada: A Study in Contrast with a Look Forward to the Future<br>C. A Geographical Survey of The United States: A Regional Approach |
| Grade 6 | A. Basic Geographic Skills and Understandings<br>B. Man, the Transformer of the Universe |

## THEME II

## CENTRAL THEME: RESPONSIBLE CITIZENSHIP AND GOVERNMENTAL DEVELOPMENT

### Unit Titles by Grade Level

| | |
|---|---|
| Nongraded Levels I-IV | Our American Heritage |
| Nongraded Levels V-VI | Life, Liberty and the Pursuit of Happiness |
| Nongraded Levels VII-VIII | Our Inalienable Rights |
| Nongraded Levels IX-X | Strengthening the Dignity of Man |
| Grade 5 | Let Freedom Ring - A Study and Realization of the Democratic Way of Life |
| Grade 6 | Hatikva (The Hope) |

## THEME III

### CENTRAL THEME: RECOGNIZING AND UNDERSTANDING WORLD INTERDEPENDENCY

Unit Titles by Grade Level

| | |
|---|---|
| Nongraded Levels I-IV | Understanding How We Need Others |
| Nongraded Levels V-VI | Families Here and Abroad |
| Nongraded Levels VII-VIII | Working Toward World Friendship |
| Nongraded Levels IX-X | The Aztec Culture Ends in the Age of Discovery |
| Grade 5 | Regional and Cultural Differences and the American Way of Life |
| Grade 6 | The Revolution of Rising Expectations |

### CENTRAL THEME: ECONOMIC LIVING

Unit Titles by Grade Level

| | |
|---|---|
| Nongraded Levels I-IV | Working Together |
| Nongraded Levels V-VI | Dollars and Sense |
| Nongraded Levels VII-VIII | The New World -- Land of Opportunity |
| Nongraded Levels IX-X | Economic Awakening of a Giant – "Brazil" |
| Grade 5 | American Life, as Influenced by Economic and Technical Change |
| Grade 6 | India and Red China -- The Race toward a Better Standard of Living |

### CENTRAL THEME: CONFLICT AND CHANGE

Unit Titles by Grade Level

| | |
|---|---|
| Nongraded Levels I-IV | Getting Along with Others |
| Nongraded Levels V-VI | "Past, Present, Future" |
| Nongraded Levels VII-VIII | Emergence and Decline of the Inca, Maya, and Plains Indians |
| Nongraded Levels IX-X | The Two Faces of Japan |
| Grade 5 | Resolving Problems through the Democratic Process of Free Inquiry |
| Grade 6 | Religion and Education: Forces That Change Man's Society |

EXAMPLE 5
LIMA, PENNSYLVANIA

| ANTHROPOLOGY GENERALIZATIONS | KINDERGARTEN | NON-GRA Levels I, II, |
|---|---|---|
| 1. Man has reached his present physical form through millions of years of a slow, geological process known as evolution. His progress in the past several thousands of years, however, has been predominantly cultural. | | Some animals have chan ance since pre-historic |
| 2. Anthropologists have categorized all mankind into three major classifications called "race" — Mongoloid, Caucasoid, and Negroid. Racial characteristics make for noticeable differences, but in relation to the whole physical being, they are minor. | Human beings everywhere are quite alike in general body appearance. | Although there are thre most human traits are all people. |
| 3. Man is one among many mammals. He differs radically in that he is able to communicate on a highly sophisticated level through space and time. | Man is an animal even though he does not look like other animals. | Man is the animal who his experiences. He is learns new ways and his children. |
| 4. Man has developed a wide variety of cultures, each influenced by their human and physical environment. This wide diversity enriches all human life. | All living things need shelter, but shelters differ according to environment. | People in different plac ferent foods, wear diffe build homes different |
| 5. An individual's cultural surrounding exerts a powerful influence on him throughout his life. He feels, thinks, and acts according to the dictates of his culture in order to be an acceptable part of it. | Individual families have their own way of doing things. | In their families, school hoods, people learn so rules for getting along These rules involve co ness, and respect for |
| 6. Man changes his culture to cope with new problems. He has survived in a hostile world replete with pitfalls that have forced less-adaptable creatures into extinction. | Man learned to cultivate and tame animals for his use. | Man has learned to us vironment and to cope involved. |
| 7. All humans are capable of creating and participating in culture, but when cultural poverty and oppresive condition limits this creative-participation, all society is the loser. | We can help those less fortunate than ourselves. | Schools teach us the sk come a good group |
| 8. No modern group has created more than a small fraction of its present cultural heritage. Each owes much to culture creators of other times and other places. | Our parents and grandparents have taught us much of what we know. | Famous America |

## EXAMPLE 5
## LIMA, PENNSYLVANIA

| | KINDERGARTEN | NON-GRADED Levels I, II, III, IV | NON-GRADED Levels V and VI |
|---|---|---|---|
| ugh<br>own<br>nds | | Some animals have changed in appearance since pre-historic time. | Man has changed in appearance since pre-historic times. |
| nto<br>pid,<br>ake<br>hole | Human beings everywhere are quite alike in general body appearance. | Although there are three major races, most human traits are shared among all people. | There are differences among races, but these differences are minor. |
| aic-<br>ghly | Man is an animal even though he does not look like other animals. | Man is the animal who talks and shares his experiences. He is the animal who learns new ways and teaches them to his children. | Man's distinctively human characteristics include a sensitive brain, upright posture, manipulative hands, and a vocal mechanism permitting speech. |
| ach<br>ent. | All living things need shelter, but shelters differ according to environment. | People in different places may eat different foods, wear different clothes, and build homes different from ours. | People try in a variety of ways to meet their basic needs of food, clothing, shelter, and human association. |
| ver-<br>nks,<br>in | Individual families have their own way of doing things. | In their families, schools, and neighborhoods, people learn some of the main rules for getting along with each other. These rules involve cooperation, fairness, and respect for others. | We should try to be an acceptable member of our family, school, and neighborhood. |
| rob-<br>with<br>into | Man learned to cultivate and tame animals for his use. | Man has learned to use his natural environment and to cope with the dangers involved. | Man has used his associations with others to change his environment and to cope with new problems. |
| ting<br>con-<br>the | We can help those less fortunate than ourselves. | Schools teach us the skills needed to become a good group member. | Good citizens improve our society. |
| mall<br>owes<br>aces. | Our parents and grandparents have taught us much of what we know. | Famous Americans have contributed to much of our present knowledge. | |

## EXAMPLE 5
## LIMA, PENNSYLVANIA

## ANTHROPOLOGY

| NON-GRADED Levels VII and VIII | NON-GRADED Levels IX and X | GRADE 5 | GRADE 6 |
|---|---|---|---|
| Man's way of life has changed through the ages. | Culture is a man's way of adapting to and modifying his environment. | Primitive man has laid the foundation for all subsequent forms of human life. | In the 20th century one of the most significant problems is the increase and concentration of human population. |
| Human races and societies have evolved over a long period of time. | All races have the inherent ability to achieve a similar level of intelligence. | Man's common physical characteristics are due to his common origin. Minor physical differences result from inherited racial traits. | Ultimate races of man will be a product of ever continuous evolution. |
| Man is capable of thinking and communicating at a highly sophisticated level. | Man's life has been made richer and more comfortable through the application of intelligence. | Conflict among groups tends to be reduced when they understand and appreciate each other's culture. | Man is distinguished from other animals by his continuous history, his progress and his development of culture. |
| Climate affects living conditions around the world. | All men have not developed the same cultures. | Differences between people and their ways of living are perpetuated and possibly amplified by separating barriers. | Groups all over the world have tended to become more closely related and more interdependent. |
| Families have different customs according to their ethnic backgrounds and their geographic environment. | Human groups have rules, and individuals are rewarded or punished as they conform. | Rapid cultural change is disruptive in the life of persons and of peoples. | An essential function of religion is the regulation, maintenance, and transmission of the values on which society depends. |
| Some cultures are more advanced than others throughout the world. | Mankind must learn respect for one another's culture, as well as cooperation for the common welfare. | "Cultural lag" occurs when changes in ideas and institutions do not keep up with technological changes. This often creates social problems. | People throughout the world today are striving to keep certain customs and traditions which they value. |
| Our government helps to give educational opportunities to unfortunate children. | Every society has its aesthetic activities and appreciation. | People are much alike in feelings and desires, although they differ in appearance. | Participation in and observation of recreational activities is an integral part of all human cultures. |
| People of many nationalities, races, creeds, colors, and backgrounds have contributed to our nation's progress. | | The varied backgrounds of the many groups that came to this country have blended to form a national culture with regional differences. | Cultural differences among groups stem from their different backgrounds, experiences, and environments and may represent different stages of development. |

## EXAMPLE 5
## LIMA, PENNSYLVANIA

| ECONOMICS GENERALIZATIONS | KINDERGARTEN | NON-GRADED Levels I, II, III, IV | NON-GRADED Levels V and VI |
|---|---|---|---|
| 1. The procress of production is an essential ingredient for economic growth and an increased standard of living. | Every person has a responsibility of producing something. | An understanding of the role of each producer and how they produce is important to our economy. | Someone who does useful work is a producer. Many people in the neighborhood make things to help our family. |
| 2. The basic fact which every economy faces is that productive resources are limited and human wants are unlimited. Because man's wants are unlimited, there exists a universal characteristic of economizing — that is allocating the available productive resources so as best to satisfy the wants of the people. | Since every person has wants it is important that we know what our wants are and why we do not always get our wants fully satisfied. | Choice is necessary because individuals and families want more than they can have. | There are many reasons why we are not able to have everything we want. |
| 3. The development and utilization of our labor force are primary factors in our economic growth. The productivity of our workers depends upon the quality of the labor force, the resources with which labor works, and the efficient combination of the two. | Everyone (family and friends) has a certain job to do. We should know what these jobs are. | With more people working together a better job may be done — or a better product made. | Sometimes many people are involved in making things. If we divide the work among many people the job will be finished in less time than if one person worked on it alone. |
| 4. The economy of a nation is ever dependent upon the wise use of capital in order to show continued growth and an ever increasing standard of living. | | Capital to the family, generally means income. | Some of the money a man earns by selling his product must be used to buy things he needs to make his product. This money is called capital. |
| 5. Private enterprise, the basis of our economy, exists when private citizens, either as individuals or grouped together as a corporation or in a partnership, are free to go into business themselves, produce what they think consumers will buy, and make a profit. | One person works for himself while others work together. | All businesses depend on nature or other businesses for their raw materials needed in production. | One man may work alone to produce something. Sometimes, two or more men may get together to work on something. |
| 6. In a basically free enterprise economy, government plays a significant role in setting priorities and using resources — that is, in deciding what to produce and how to produce it. Federal, state, and local governments regulate a wide range of economic activity, limiting the freedom of action of individuals and businesses. | There are rules to help us in our work as well as in our play. | Rules are passed to assure safe and pleasant working conditions in all types of business activity. | Some things are so costly that families must buy them together. The money spent by many families together is called taxes. |
| 7. Economic security depends upon the maintenance of an income, both individual and business. The wages and salaries received by the public provides them with an income, which as consumers, they spend on goods and services produced by business. Thus, there is a circular flow of income between the public business, and the government. | The money our fathers bring home from work is called income. This income is used in many different ways. | A person may save some of his income (money). | How one uses his income depends upon freedom to make decisions on what to buy, how much to spend and how much to save. |
| 8. Most world economic systems, because of limited human and natural resources, depend upon international trade, to some extent, to secure the resources needed to satisfy the people's wants and needs. | | If we cannot produce everything we need in our own community, we depend upon other communities to produce it for us. | Most countries exchange goods and services. |
| 9. In the past, our economy has experienced "ups and downs," commonly referred to as business cycles, of prices, production, and employment. These cycles are of irregular length, going from times of prosperity to recession and to recovery. Business cycles, a common characteristic of private enterprise economies, have no single cause, and are usually a combination of varied causes. | | | |
| 10. Much of our economic activity is based upon the law of supply and demand. Prices, reflecting shifting conditions of supply and demand, are the main regulator of the allocation of scarce resources into the production of the most desired goods and services. | | Usually, if many people want goods and services, suppliers will begin to increase their supply and also increase prices of these items. | The price of commodities depends on how many people want to buy them. If many people want the goods, the price will be high. If people do not want the goods, the price will be low. |
| 11. There are many ways to organize economic activity. Most national economies in the world, though differing in fundamental respects, face the same central economic problem — deciding how to use scarce resources. Different economic systems solve the major economic problem in different ways. | | | |
| 12. Money it the life blood of most economies, for it makes possible the exchange of goods and services. Its influence is enlarged greatly by our system of banking and credit. Our system of money credit and banking combine to promote and retain a high standard of living. | Money is available in different forms. | Money is used in many different ways. | When we do not spend our money, we save it. Most people save their money in a bank. Banks also lend money to the people who need it, but it must be paid back to the bank with interest. |

# EXAMPLE 5
## LIMA, PENNSYLVANIA

**ECONOMICS**

| NON-GRADED Levels VII and VIII | NON-GRADED Levels IX and X | GRADE 5 | GRADE 6 |
|---|---|---|---|
| Some people are producers of goods, others are producers of services. | Man's effective use of machines has increased his productivity which, in turn, has improved his way of life. | The goods and services produced by an economy depend upon its stock of resources and how these resources are used. | Modern methods of production and exchange are raising the standard of living for all. |
| Because we may not be able to have everything we want we must make choices and decide what is best and more important for us to have. | Our choices for the things we want or desire are closely related to our spending habits. Whether we save or not can certainly influence our choices and fulfillment of our wants. | Available resources for satisfying wants are limited and sometimes mislocated. The wise use of these resources is an individual and group responsibility since it affects all economic life; local, state, national, and international. | Because of limited resources and man's ever increasing needs, each nation must make the wisest possible use of all its human and natural resources. |
| Some things we get from others because we cannot produce it ourselves. Many people are trained and skilled in making or doing certain things. | By using specialists, families and communities are able to get more efficient use of the goods and services produced. The performance of special assignments is a cooperative manner and, develops an ever-increasing productive economy. | Since people, or human resources, are one of the factors of production, much of our well being depends upon the wise utilization and conservation of our human resources. | People speed up production and improve commodities by means of inventions and scientific research. |
|  | Some areas of the world, tend to be undernourished and ill-fed because they lack the machines or capital to produce the goods and services needed in an ever-increasing productive economy. | Productivity of an economic society depends not only upon capital, but also upon human and natural resources as well. | The government takes an important role in developing the economy and its use of capital. Government spending in today's economy is a large factor and promises to continue. |
| There are many ways for man to produce goods. He may work alone, he may join a partnership, or he may work in a corporation. | Private enterprise has been built upon the conviction that an individual has the right to attempt to sell his goods or services for enough to cover the cost of production and to realize a fair profit. | The system of free enterprise has been a characteristic of American economy from its earliest beginnings. | Individuals in America are free to acquire property and seek their living by making use of this property for production. |
| The government provides some services more efficiently than we could provide for ourselves. |  | The Federal government influences our economic system. | Government has the responsibility of maintaining an environment of individual freedom and opportunity compatible with incentives and restrictions for the good of all. |
| The money a man earns is called income. Income is received for the production of goods and services. | A worker, as a producer, is paid for special services. Within this income he purchases a wide variety of products and services of others. Businessmen as producers, receive income in the form of profits. | The way in which the family uses its income and assumes responsibility for meeting emergencies with savings contributes substantially to the continuing progress and development of our economy. | The earnings and spending of income helps to promote the consumption of goods throughout the world. |
| Sometimes we must buy things from other countries or other states that we need, but cannot efficiently produce. | The failure of some areas or nations to cooperate economically with other nations has slowed their economic growth. | Regions are mutually interdependent because resources are not divided equally throughout the world. | Since international trade and investment are important, we must understand the functions and operations of the agencies for economic international cooperation. |
|  |  |  |  |
| Goods that are scarce will be expensive, if demanded by the people. Goods that are always available in full supply, will generally cost less. | Supply and demand as an economic principle, is present in most economies of the world. |  | Supply and demand as an economic principle, is present in most economies of the world. |
|  | Because of limited resources and unlimited wants, various economic systems strive to solve this universal scarcity problem with their own approach, but still keeping in mind the approaches used by other nations. |  | Capitalism, Communism, Fascism and Socialism are all different ways in which various economic systems have attempted to solve the universal economic problem. |
| Money makes it easier for us to buy goods. Before we had money we had to use other means of exchange. | Some countries still use the old system of barter instead of money. | Money as a medium of exchange was basically developed because of a transition from the use of barter to a more convenient and easily accepted form. | Money as a medium of exchange was basically developed because of a transition from the use of barter to a more convenient and easily accepted form. |

EXAMPLE 5
LIMA, PENNSYLVANIA

| **GEOGRAPHY**<br>**GENERALIZATIONS** | **KINDERGARTEN** | **NON-GRA**<br>**Levels I, II,** |
|---|---|---|
| 1. Man's life is influenced by his physical location on the earth, the availability of natural resources, and the positions and movements of the earth in the solar system. | Man's cultural background determines his way of life in the 4 seasonal temperate zone. | People live in different t and adapt their way |
| 2. The earth's surface may be classified in a number of ways, (water, land, topographic areas, biotic zones, etc.) each with its implications for man's existence. | The earth is a huge ball represented by the globe. Some areas represent water, and other areas represent land. | Globes can be used to in relation to where South, East, and West |
| 3. The earth is liberally supplied with water, although its place and form have proven to be continuing problems for men, and awaits his technological solutions. | An ocean is the largest single body of water. | There are several diffe ies on the earth. |
| 4. Natural resources may be divided into the replaceable and the irreplaceable. | Trees provide us with paper and wood products. | Plants and animals provi and clothing. |
| 5. Man's utilization of natural resources is related to his desires and his level of technology. | We use paper and wood products in our daily lives. | Man uses stones and w food for growth; and cl tection. |

EXAMPLE 5
LIMA, PENNSYLVANIA

| | KINDERGARTEN | NON-GRADED Levels I, II, III, IV | NON-GRADED Levels V and VI |
|---|---|---|---|
| on on<br>nd the<br>ystem. | Man's cultural background determines his way of life in the 4 seasonal temperate zone. | People live in different types of climates and adapt their way of living to it. | Societies living in valleys, mountains, on plains, near rivers, in jungles, etc. have developed various forms of land transportation that serve them and their environment best. |
| umber<br>zones,<br>ce. | The earth is a huge ball represented by the globe. Some areas represent water, and other areas represent land. | Globes can be used to show direction in relation to where we live. (North, South, East, and West.) | Maps and globes can be used to show direction in relationship to where we live. (North, south, east, west.) |
| though<br>prob-<br>ons. | An ocean is the largest single body of water. | There are several different water bodies on the earth. | There is a greater water area than land area on the earth. |
| place- | Trees provide us with paper and wood products. | Plants and animals provide us with food and clothing. | We must be careful to protect and preserve wild plants and animals. |
| ted to | We use paper and wood products in our daily lives. | Man uses stones and wood for shelter; food for growth; and clothing, for protection. | Peoples' desires and technologies differ in the use of natural resources. |

EXAMPLE 5
LIMA, PENNSYLVANIA

GEOGRAPHY

| NON-GRADED Levels VII and VIII | NON-GRADED Levels IX and X | GRADE 5 | GRADE 6 |
|---|---|---|---|
| Man's way of life was once completely dependent upon the natural resources available in the immediate vicinity, but today, with technological change and scientific advancement natural resources tend to become global. | In each world area specific geographic elements create an individual geographic situation. | People's cultural background conditions their use of the natural environment. | Man's exploration of space is changing man's geographic concept of the world and its future. |
| Maps and globes are used to identify continents, countries, mountain ranges, rivers, lakes, and oceans. | Lines of latitude and longitude are the geographers instruments for locating exact positions on a sphere. | The United States is located on the rotating spherical earth and is related to all other nations in terms of size, distance, direction, and time. | Map and globe analysis aids in discovering cause and effect relationships and differing interactions among geographic elements. |
| Water has been used by man for many purposes. | Early civilizations developed near water. | Man is realizing that he must find new and better ways to use and conserve the earth's natural water supply. | Though geophysical and topographical factors affect the earth's water, culture can control these water bodies, to a degree. |
| As nations become more interdependent, they tend to rely on each other's natural resources. | Man has vast resources at his command which can be used either for the good of mankind or its destruction. | The wise use of natural resources can aid us in making better use of our natural environment. | As a result of ever-increasing scientific developments and modern technological discoveries, the world's resources are constantly being replaced, better utilized and further synthesized by man to meet his future needs. |
| The diversity of uses of natural resources has increased due to modern technology. | The earth has a wealth of natural resources, known and unknown, which will contribute to man's welfare. | American scientific and technological development has resulted in our emergence as a world power. | Through utilization, scientific progress, technology, and individual creativity, man, to a great degree, determines his environment. |

EXAMPLE 5
LIMA, PENNSYLVANIA

| **HISTORY GENERALIZATIONS** | **KINDERGARTEN** | **NON-GRADED Levels I, II, III, IV** |
|---|---|---|
| 1. Space and time form a framework within which all events can be placed. | Yesterday, today, and tomorrow denote the passing of time. | Birthday to birthday, summer to mer, or Christmas to Christmas d the passing of one year; from in to school age denotes the passi many years. |
| 2. Man's struggle for freedom and human dignity, as compared to the age of the earth, has occupied a relatively brief period of time. | | At one time only plants and a lived on the earth. |
| 3. The historical past influences the present. The present cannot be adequately understood without knowledge of the past. Life goes on against the "intricate tapestry" of the past. History does not repeat itself, but, events tend to occur in some sort of sequence. Events in nature usually occur uniformly. Human events are predictable, but to a lesser extent. | | |
| 4. History contributes much to man's preparation for his social, economic, and political life. It is possible to derive, from the historical backgrounds of our society, basic principles and implications for thought and action in contemporary affairs. | We can always learn more effective ways of doings things. | People, places and events hav |
| 5. Change has been a universal condition of human society. Change and progress are, however, not necessarily synonymous. Numerous civilizations have risen and fallen. Some of these have contributed greatly to our present civilizations. The tempo of change has increased markedly in the recent past. | | |
| 6. History reveals a degree of homogeneity in mankind of all periods of recorded time. Environments in many regions have been altered physically, but human motives or drives within them have remained nearly the same. | | |
| 7. In the contemporary world, historical events have a significance which reaches far beyond the limits of a state or province or the place of their origin. In such circumstances the world-wide relationship of events must be understood. | | |
| 8. The passing of time and improved historical scholarship have brought new perspectives and understandings to the study of history. | | |

## EXAMPLE 5
## LIMA, PENNSYLVANIA

| KINDERGARTEN | NON-GRADED Levels I, II, III, IV | NON-GRADED Levels V and VI |
|---|---|---|
| Yesterday, today, and tomorrow denote the passing of time. | Birthday to birthday, summer to summer, or Christmas to Christmas denote the passing of one year; from infancy to school age denotes the passing of many years. | A comparison of our life with that of our parents and grandparents can show time relationships. |
|  | At one time only plants and animals lived on the earth. | Early man depended entirely upon his environment for his existence. |
|  |  | Each generation of man benefits from all the progress of past generations. |
| We can always learn more effective ways of doings things. | People, places and events have contributed to our present way of life. |  |
|  |  | Many present day civilizations are as primitive as civilizations of long ago. |
|  |  |  |
|  |  |  |
|  |  | Early man left drawings, markings, artifacts, and other records for mankind. |

EXAMPLE 5
LIMA, PENNSYLVANIA

HISTORY

| **NON-GRADED Levels VII and VIII** | **NON-GRADED Levels IX and X** | **GRADE 5** | |
|---|---|---|---|
| Over a long period of time, life in our country has changed. | The gradual transition of the ancient civilizations established a basic foundation for our society. | The westward expansion of the Old World led to a conflict between nations. | As man' earth in understa |
| Eventually, man's life changed from that of the nomadic hunter and gatherer to a settled form of existence based upon animal and plant husbandry. | The origins of urbanism resulted from life in ancient river valley civilizations. | The period of discovery and exploration brougrt the advanced civilization of western Europe into interaction and conflict with more primitive ways of life in many parts of the New World. | As man grows, h gle for lem thro |
| Citizens of the future may exercise more wisdom in planning for the future as a result of an understanding of how events of the past have influenced every aspect of the way we live and think. | The present day ways of life and institutions are an outgrowth of the history of a people. | Every effort or reform began as the private opinion of an individual. | World develop |
| Man has bettered his life by improving and adding to the contributions of the past. | The development of social, political and economic institutions are always influenced by what has gone on before. | Technological developments tend to hasten economic and social change. | People means trade, |
| Future changes will occur more rapidly than past changes. | The constant change in various civilizations, regardless of rate, is an essential factor in the world's historical development. | The location of a community may have much to do with its growth development. | Chang tion o a wea tion. |
| Though environments have changed, man's basic needs and desires have not. | It is imperative to recognize the need for interdependence among nations; for, through the recognition of all cultural aspects, we will further world understandings and facilitate the process of communication. | People from some cultures tend to follow democratic methods to achieve agreement. Other people use other methods. | In the taining consta countr |
| Because modern transportation and communication have brought the peoples of the world closer together, our actions have had world-wide implications. | | A sound knowledge of current national affairs is a basic part of American citizenship. | A kn pening ounde |
| Eventually man found ways of writing and printing, as a result, he left a record for mankind. | People have improved their ways of living through many inventions and discoveries. | Some historical events are documented in a more complex manner than others. | Facts more to se writer |

EXAMPLE 5
LIMA, PENNSYLVANIA

| | NON-GRADED Levels IX and X | GRADE 5 | GRADE 6 |
|---|---|---|---|
| r | The gradual transition of the ancient civilizations established a basic foundation for our society. | The westward expansion of the Old World led to a conflict between nations. | As man's knowledge of himself and the earth increases the world becomes more understandable. |
| at<br>o<br>on | The origins of urbanism resulted from life in ancient river valley civilizations. | The period of discovery and exploration brougrt the advanced civilization of western Europe into interaction and conflict with more primitive ways of life in many parts of the New World. | As man's comprehension of the world grows, he should realize that the struggle for human rigrts is a current problem throughout the world. |
| e<br>as<br>w<br>ry<br>k. | The present day ways of life and institutions are an outgrowth of the history of a people. | Every effort or reform began as the private opinion of an individual. | World events influenced the historical development of the United States. |
| ng<br>he | The development of social, political and economic institutions are always influenced by what has gone on before. | Technological developments tend to hasten economic and social change. | People have spread civilization by means of communications, migration, trade, and travel. |
| ily | The constant change in various civilizations, regardless of rate, is an essential factor in the world's historical development. | The location of a community may have much to do with its growth development. | Changes can bring a country to a position of leadership or can bring about a weaker position or its actual destruction. |
| ed,<br>ot. | It is imperative to recognize the need for interdependence among nations; for, through the recognition of all cultural aspects, we will further world understandings and facilitate the process of communication. | People from some cultures tend to follow democratic methods to achieve agreement. Other people use other methods. | In the process of building and maintaining a great nation, Americans must constantly strive for solidarity with other countries of the world. |
| nd communication have brought the gether, our actions have had world- | | A sound knowledge of current national affairs is a basic part of American citizenship. | A knowledge of current political happenings abroad are essential for a well-rounded individual. |
| ing<br>a | People have improved their ways of living through many inventions and discoveries. | Some historical events are documented in a more complex manner than others. | Facts may often be interpretated in more than one way. Also it is difficult to separate fact from fiction for every writer has his biases. |

EXAMPLE 5
LIMA, PENNSYLVANIA

| **POLITICAL SCIENCE**<br>**GENERALIZATIONS** | **KINDERGARTEN** | **NON-GRAD**<br>**Levels I, II, II** |
|---|---|---|
| 1. Every privilege enjoyed by American citizens carries an accompanying obligation, such as the obligation to vote, pay taxes, serve on juries, be informed about our government, and have well informed opinions. | The flag is a symbol of our country. We honor the flag to show our respect for our country. | Accepting classroom du sponsibilities and particip room voting help build a d mosphere. |
| 2. Political parties perform necessary services in the governing processes. Public interest, support, and participation in political parties is needed to maintain our governmental system. | We can do, think, and say what is socially acceptable in a democratic society as long as we do not interfere with the rights of others. | We have two major p United States. Our paren choose the party which b needs. |
| 3. The understanding of the workings of local, state, and Federal Governments is an essential ingredient of good citizenship. | The President of the United States is the head of our government. Many countries have a different title for the head of their government. | How the President of the carries out his duties and is very important. |
| 4. Education for all is a basic tenet of representative government and essential to its most effective functioning. | School helps us to learn to lead more enjoyable lives. | As our community has changed, our schools hav changed. |
| 5. The United Nations is the culminating structure of world interdependence; as world crisis develop its continued existence is essential to world stability. | Collecting for UNICEF helps children throughout the world become strong and healthy. | UNICEF helps children th world in many ways, suc doctors and nurses, mak taking care of milk, and r well. |
| 6. The understanding of current political problems is an excellent method of adopting theoretical information to a practical level. | Magazines, newspapers, radio, and television help us to learn what other children are doing. | The mass news media he about people and events |
| 7. All governments are for the people; but in America government is also by the people and of the people. | People make rules at home and school to insure their health and safety. | Our parents participate in munity laws to help pro in the community. |
| 8. The comparison of foreign governments is an essential part in building an understanding of our own Democracy. | | |

## EXAMPLE 5
## LIMA, PENNSYLVANIA

| | KINDERGARTEN | NON-GRADED Levels I, II, III, IV | NON-GRADED Levels V and VI |
|---|---|---|---|
| ies to our | The flag is a symbol of our country. We honor the flag to show our respect for our country. | Accepting classroom duties and responsibilities and participating in classroom voting help build a democratic atmosphere. | Upon reaching voting age we are expected to participate in local, state, and national decisions as our parents do. |
| the ar- our | We can do, think, and say what is socially acceptable in a democratic society as long as we do not interfere with the rights of others. | We have two major parties in the United States. Our parents are free to choose the party which best suits their needs. | The two major political parties in the United States are the Democratic and Republican Parties. |
| nd ood | The President of the United States is the head of our government. Many countries have a different title for the head of their government. | How the President of the United States carries out his duties and responsibilities is very important. | Local officials are responsible for rules and regulations within our townships. |
| ive ng. | School helps us to learn to lead more enjoyable lives. | As our community has grown and changed, our schools have grown and changed. | Laws made by our government have influenced the development of our schools. |
| of on- | Collecting for UNICEF helps children throughout the world become strong and healthy. | UNICEF helps children throughout the world in many ways, such as, training doctors and nurses, making medicine, taking care of milk, and making people well. | The United Nations is a group of countries which work together to solve problems. |
| an to | Magazines, newspapers, radio, and television help us to learn what other children are doing. | The mass news media help us to learn about people and events. | Various news media are constantly working to inform us of immediate happenings. |
| ica | People make rules at home and school to insure their health and safety. | Our parents participate in making community laws to help protect everyone in the community. | Our parents select representatives to make state laws which help our state to grow and prosper. |
| es- own | | | |

EXAMPLE 5
LIMA, PENNSYLVANIA

## POLITICAL SCIENCE

| NON-GRADED Levels VII and VIII | NON-GRADED Levels IX and X | GRADE 5 | GRADE 6 |
|---|---|---|---|
| There are some communities outside the U.S. that are democratically organized. The people who live in these communities have some of the same ideas held by people in the U.S. | A democratic society depends on citizens who are intellectually and morally fit to conduct their government. Civic responsibility and moral courage are necessary elements of all members of society. | Good citizenship requires many obligations, duties, and responsibilities. | Freedom of the press is essential to intelligent citizen understanding. |
| All countries have some form of government, but not all countries have a two party system as we do. | In a democratic society more than one political party may exist. | Selection of candidates for our elections is a major responsibility of our political parties. | Engaging in politics by honest citizens is an essential ingredient for democracy. |
| The federal government must plan and work with the governments of other countries to ensure world peace. | The basic tenets of democratic government should be understood by all citizens. This should include the functions and services of the government and an understanding of the Constitution. | The Congress, together with the President and the Supreme Court, is responsible for making the rules and regulations for our country. | The local, state, and national governments are bound together in many ways. |
| Some areas of the world do not have schools, and schools differ from country to country. | In order for a democracy to flourish, an educated citizenry is imperative. One of our freedoms is limitless opportunity for education. | An understanding of the origins and workings of our Federal Government is essential to good citizenship. | The well-being of the state is dependent upon the educational level of its citizens. |
| The United Nations is an organization for world peace. | The standard of living throughout the world is enhanced by the many and varied agencies contained within the United Nations. | The settlement of minor world problems before they grow into major areas of conflict is a primary responsibility of the United Nations. | The principal organs of the United Nations are structured to promote world peace. |
| Reporting of world events has been accelerated by space communication. | Advanced technology has facilitated methods of communication. This results in a better informed citizenry. | Current happenings reflect the basic values held by people. | Current happenings reflect the basic values held by people. |
| Systems of law are universal, but they are not always made by the people who must obey them. | Throughout history, societies have experimented with a variety of governments. | The Constitution empowers Congress to make the laws for the entire nation. | The laws of any country determine the amount of freedom enoyed by its citizens. |
| There are many different forms of government throughout the world. | | Countries of the world have governments which are both alike and different from the United States. | Countries of the world have governments which are both alike and different from the United States. |

EXAMPLE 5
LIMA, PENNSYLVANIA

| **SOCIOLOGY** **GENERALIZATIONS** | **KINDERGARTEN** | **NON-G Levels I,** |
|---|---|---|
| 1. The family is the basic unit of society. | Each family varies in the number of people and the kinship of the members of the group. | Each family is an sponsible unit of th community. |
| 2. Societies require a system of codified and uncodified rules of behavior to survive. | Families and schools need rules and regulations for the good of all. | Human groups ha are rewarded or p form or deviate f |
| 3. Man is influenced by, and must adjust to, the social institutions which he meets in his society. | Families and schools provide opportunities for educational advancement and learning experiences. | Communities have meet the needs of |
| 4. Individuals, families, and groups tend to become ranked by society into a hierarchy of social classes — according to heredity, wealth, education, occupation, group membership, and other status factors. | | |
| 5. Changes within a culture may be brought about through contact with other cultures and societies. | | |
| 6. Mankind must cooperate and learn respect for one another's culture. | When people live together at home and at school, it is important that all get along well together. | Each family has a make the neighbor in which to live. |
| 7. The realization of self is modified by contact with others. | We learn by our associations with others at home and at school. | We learn by ass community. |
| 8. What is considered acceptable behavior in one society may be considered detrimental behavior in another. | Behavior acceptable on the playground is not always acceptable in the classroom. | Behavior that is is not always acce |
| 9. National migration develops cultural diversity within a group and culture diffusion among groups. | It is a custom to observe our National holidays. | Various groups ob toms and holidays |
| 10. Environment influences man's way of living; man in turn, influences the environment. | Climates and seasons affect man's living habits. | Where man lives a |

EXAMPLE 5
LIMA, PENNSYLVANIA

| KINDERGARTEN | NON-GRADED Levels I, II, III, IV | NON-GRADED Levels V and VI |
|---|---|---|
| Each family varies in the number of people and the kinship of the members of the group. | Each family is an important and responsible unit of the neighborhood and community. | Many different groups of people share the advantages and responsibilities of the community. |
| Families and schools need rules and regulations for the good of all. | Human groups have rules. Individuals are rewarded or punished as they conform or deviate from the rules. | Local, state, and national governments have rules to protect the people of our society. |
| Families and schools provide opportunities for educational advancement and learning experiences. | Communities have many institutions to meet the needs of their people. | Social institutions have been established by the states to meet the needs not provided by the communities. |
|  |  |  |
|  |  | Change does not occur at the same time or at the same rate in all communities. Some communities are more receptive to change than others. |
| When people live together at home and at school, it is important that all get along well together. | Each family has a responsibility to help make the neighborhood a better place in which to live. | Cooperative educational efforts by the family, community and nation assist in molding patterns of living and thinking. |
| We learn by our associations with others at home and at school. | We learn by associations within our community. | We learn and develop through all social contacts. |
| Behavior acceptable on the playground is not always acceptable in the classroom. | Behavior that is acceptable at home is not always acceptable at school. | Behavior at one time and place is not always acceptable at another time and place. |
| It is a custom to observe our National holidays. | Various groups observe their own customs and holidays. | The customs of some groups in our state and nation differ from the custom of others. |
| Climates and seasons affect man's living habits. | Where man lives affects his living habits. | Different regions in our own country affect how we live. |

EXAMPLE 5
LIMA, PENNSYLVANIA

## OCIOLOGY

| NON-GRADED Levels VII and VIII | NON-GRADED Levels IX and X | GRADE 5 | GRADE 6 |
|---|---|---|---|
| Though there may be minor differences, family needs are essentially the same in other countries. | Patterns of family life differ among cultures but the basic functions are the same everywhere. | People from many different social, economic, ethnic, and national groups have settled in the United States. | Different ethnic, social, and national groups influence how location is used, though sometimes limited by environment. |
| In all societies informal controls of behavior such as customs and mores are reinforced by more formal controls such as laws and institutions. | All communities in the state have laws and customs, but they are not the same everywhere. | Because Americans believe educated citizens are necessary if democracy is to work, they have created a unique system of public education. | As societies grow and their cultures become more complex, their laws and institutions also become more complex and more numerous. |
| Social institutions are common to all societies, but may differ from country to country. | Technology changes rapidly but social institutions adjust slowly to new conditions. | Social institutions are not of divine origin but are made by man; consequently they can be changed by man as his needs require. | Religion is used by cultures to maintain proper moral behavior. |
| Families from many parts of the world settled in various areas of our country forming ethnic groups. | We are dependent upon the accumulative cultural heritage received in the past. | The United States has emerged as a predominantly middle class society. | Government institutions are established for such purposes as organizing common defense, administering justice, and preserving domestic order. |
| Cultures show remarkable diversity from group to group and place to place due to their separate developments. | Communication is important to the cohesiveness of social groups; lack of communication results in inter-cultural misunderstanding. | A common way of life, with regional variabilities has developed in the United States. | Language more distinctly separates man from all other species than any other single trait. |
| Learning about people in other lands helps us to understand their way of life. | People generally develop a great loyalty to their culture. | Compromise is the normal process for resolving group conflict. | Undeveloped areas do not necessarily wish to copy all aspects of the more modern developed societies. |
| Associations with other ethnic groups is one basis for our nation's development. | The social self is the picture we have of ourselves reflected from the various groups to which we belong. | An individual's personality is determined by his original and acquired traits. | Though the integrated personality is a unified whole it must have flexible characteristics in order to cope with the diverse global situations. |
| Societies differ from country to country. What is acceptable in one may be unacceptable in another. | Group membership requires that individuals undertake various roles in society. | Status is achieved by means of the prestige attached in a culture to such characteristics as caste, vocation, age, sex, and individual traits. | The unique way in which an individual relates to others around him gives him a chance to either hinder or benefit his fellowman. |
| The customs of one nation differ from the customs of others. | Groups differ because of their purposes, their institutions, heritage, and location. | Many times a minority group will leave a larger group and migrate. | Many nations of the world have minority problems similar to those in the United States. |
| Environmental and cultural differences throughout the world cause man's living habits to be different. | People of many nationalities, races, creeds, colors, and backgrounds have contributed to our nation's progress. | Different societies have different attitudes and values towards the rights of the individual as against the rights and authority of the state | Man must realize he is part of a world community; thus, his attitudes and values should be of a very broad nature. |

## EXAMPLE 6: STATE OF WYOMING

*(An Illustrative Unit – Level II Follows)*

### SCOPE AND SEQUENCE

LEVEL I (Kdg., Grades 1 & 2)
(Steps of Progression-1, 2 & 3)
Step 1-Home and School
Step 2-Home, School and Neighborhood
Step 3-Community Life (Near Home)

A broad introduction to group living. Both formal and informal activities should be provided to give the student needed social skills and understandings of his rights and responsibilities. Every opportunity should be used to informally expand the young student's awareness of the world about him.

LEVEL II (Grades 3 & 4)
(Steps of Progression-4 & 5)
Step 4-A formal study of selected communities of the world. Topics should be selected to give the students an understanding of the varying ways of life.
Step 5-United States Regions and Wyoming.

LEVEL III (Grades 5 & 6)
(Steps of Progression-6 & 7)
Step 6-Introduction to United States History.
Step 7-Depth study of Western Hemisphere (Canada and Latin America) with continuation of emphasis on varying ways of life.

LEVEL IV (Grades 7, 3 & 9)
(Steps of Progression-8, 9 & 10)
Step 8-Depth study of selected areas of the Eastern Hemisphere (Africa, Asia, Middle East, and Australia.)
Step 9-Government Studies (Civics)-local, state, national, and international. A study of careers may be incorporated in schools having no other provision for it.
Step 10-Old World Backgrounds to the American Revolutionary Period.

LEVEL V (Grades 10, 11 & 12)
(Steps of Progression-11, 12 & 13)
Step 11-American History.
Steps 12 & 13-World Culture and Suggested Electives.

| ABBREVIATIONS: | |
|---|---|
| A—Anthropology | H—History |
| PS—Political Science | E—Economics |
| S—Sociology | G—Geography |
| | SP—Social Psychology |

| GOALS OF THE SOCIAL STUDIES PROGRAM | STEP 1 (Kindergarten) | ST |
|---|---|---|
| 1. Recognition of the dignity and worth of the individual. INDIVIDUAL | **PS** Others have rights. | **PS** Every pers and has equal ties. |
| 2. The use of intelligence to improve human living. INTELLIGENCE | **S** Families and schools provide the opportunities for young people to learn. | **A** The new change their ho |
| 3. Recognition and understanding of world interdependence. INTERDEPENDENCE | **E** All members of a family are consumers; a limited number are producers of goods and services. | **E** People in a occupations. |
| 4. Understanding the major world cultures and culture areas. CULTURE | **G** Each home is a unique unit. | **H** Family cust from parents |
| 5. The intelligent uses of the natural environment. CONSERVATION | **G** Earth materials have been used to build our homes and schools. Different materials may be used to build new homes or schools. | **G** In a neigh houses, some |
| 6. The vitalization of our democracy through an intelligent use of our public educational facilities. EDUCATION | **A** As people learn various skills, they gain satisfaction and enjoyment. | **H** Much can and newspap |
| 7. The intelligent acceptance, by individuals and groups, of responsibility for achieving democratic social action. RESPONSIBILITY | **PS** Families and schools need rules and regulations for the good of all. | **SP** Being a m adjustments. |
| 8. Increasing the effectiveness of the family as a basic social institution. FAMILY | **S** The family is the basic social group. | **S** People wor and neighbor needs and wa |
| 9. The effective development of moral and spiritual values. MORALITY | **H** Holidays commemorate our historical heritage. | **A** Many ba early in life hoods, and re |
| 10. The intelligent and responsible sharing of power in order to attain justice. JUSTICE. | **PS** People make rules in their home, school, and community for their safety and health. | **PS** People he Fire drill rul ples of how |
| 11. The intelligent utilization of scarce resources to attain the widest general well-being. SCARCITY | **SP** Each human being has basic needs. | **E** Individuals have. They a |
| 12. Achievement of adequate horizons of loyalty. LOYALTY | **PS** Some authority is divided between the home and school. | **G** Homes a community bring the new needs. |
| 13. Cooperation in the interest of peace and welfare. PEACE | **H** What people do and say affects others. | **S** People w when indivi differences f |
| 14. Achieving a balance between social stability and social change. PROGRESS | **H** Change may help some people and hurt others. | **PS** Parents. munity can desired chan |
| 15. Widening and deepening the ability to live more richly. SELF-REALIZATION | **A** We may learn to enjoy action like dances and games, or still objects like pictures and nature, or sounds like poems and music. | **E** Individual property an as they do n |

## XAMPLE 6: STATE OF WYOMING

*n Illustrative Unit – Level II Follows)*

| AM | STEP 1 (Kindergarten) | STEP 2 (First Grade) | STEP 3 (Second Grade) |
|---|---|---|---|
| of | **PS** Others have rights. | **PS** Every person is important as an individual and has equal rights, liberties, and responsibilities. | **PS** A democratically organized society reaches its highest peak of efficiency when each member assumes his full share of responsibility. |
| an | **S** Families and schools provide the opportunities for young people to learn. | **A** The new things people learn help them change their homes and neighborhoods. | **H** Everything in print is not necessarily the truth. |
| rld | **E** All members of a family are consumers; a limited number are producers of goods and services. | **E** People in a community represent a variety of occupations. | **G** The community is linked to the farms from which food is obtained. Farmers get machines and clothing from stores and factories in the cities. |
| res | **G** Each home is a unique unit. | **H** Family customs and traditions are passed on from parents to children. | **S** Communities are made up of various groups of people—families, religious groups, and people of similar national origins. |
| ral | **G** Earth materials have been used to build our homes and schools. Different materials may be used to build new homes or schools. | **G** In a neighborhood some land is used for houses, some for schools, churches, and stores. | **G** By using construction specialists such as roofers, electricians, and plumbers, families and communities are able to build homes and schools efficiently. |
| gh<br>ial | **A** As people learn various skills, they gain satisfaction and enjoyment. | **H** Much can be learned from books, magazines, and newspapers. | **PS** The state collects taxes and gives some of the money to pay for schools. |
| als<br>ng<br>SI- | **PS** Families and schools need rules and regulations for the good of all. | **SP** Being a member of a group requires many adjustments. | **PS** Adults elect men and women from their communities to operate the local government including the schools. |
| as | **S** The family is the basic social group. | **S** People work together in their homes, schools, and neighborhoods to help meet their basic needs and wants. | **E** To obtain the things needed, people must do useful work, usually away from home. |
| nd | **H** Holidays commemorate our historical heritage. | **A** Many basic values and beliefs are learned early in life from families, schools, neighborhoods, and religious groups. | **A** Communities close together tend to establish individual and group behavior patterns members must follow to remain in good group standing. |
| of<br>CE. | **PS** People make rules in their home, school, and community for their safety and health. | **PS** People benefit when everyone obeys laws. Fire drill rules and playground rules are examples of how the school protects its pupils. | **PS** Local communities make laws. People strive for justice and order through law and government. People are punished for not obeying laws. |
| re-<br>ell- | **SP** Each human being has basic needs. | **E** Individuals and families want more than they have. They are constantly faced with choices. | **E** A person may save part of his income; these savings, in turn, may be used to build stores, barber shops, and factories. |
| of | **PS** Some authority is divided between the home and school. | **G** Homes are linked to other homes in the community through playmates, those who bring the newspapers, and those who serve their needs. | **H** In a democracy, all persons should be considered as individuals and be judged on their own merits. |
| and | **H** What people do and say affects others. | **S** People working together are more effective when individual feelings are respected and differences found in the group are accepted. | **E** Community goods and services are produced by its government; individuals pay for government goods and services through taxes. |
| sta- | **H** Change may help some people and hurt others. | **PS** Parents, teachers, and others in a community can work together to bring about a desired change. | **S** Changes in a community do not always indicate progress. |
| ive | **A** We may learn to enjoy action like dances and games, or still objects like pictures and nature, or sounds like poems and music. | **E** Individuals in America are free to acquire property and use it for their happiness as long as they do not interfere with others. | **S** Communities have many institutions to meet the needs of their people—schools, churches, art galleries, hospitals, museums, and concert halls. |

## EXAMPLE 6: State of Wyoming

*(An Illustrative Unit — Level II follows)*

### STEP 4 (Third Grade)

**A** Human beings everywhere are quite alike in general body appearance.

**E** Man's effective use of machines has increased his productivity and influenced his and his community's standard of living.

**G** Some communities are in farming regions, some in forests, some have factories. People of most communities trade with people in other places.

**H** Customs and ways of doing things often outlive their usefulness.

**G** Farmers, miners, fishermen, or factory workers use the earth in different ways. Some use it carefully; some wastefully.

**E** What people earn and demand in goods and services depends greatly on how skilled they are and how much their skills are needed.

**H** Every community makes certain decisions on matters of public concern that may help or harm future growth and development.

**A** Different patterns of family life are found in different communities.

**PS** Rules and regulations are a part of community life everywhere. Self-discipline enables people to live and work in harmony.

**PS** Governments in the world vary greatly in the degree to which economic freedom is allowed, and in political freedom allowed.

**E** Because of limited resources and man's ever-increasing needs, each community must make the wisest possible use of all its human and natural resources.

**PS** There are communities outside the United States that are democratically organized. People in these communities have some of the same ideas held by people in the U. S.

**A** Communities often cooperate to meet the needs of their people, but sometimes there is conflict among them.

**S** Changes do not occur at the same time or rate in all communities. Education makes changes possible and usually beneficial.

**S** Nearly all communities provide some opportunities for self-expression of members and for their pleasure and satisfaction through their culture.

### STEP 5 (Fourth Grade)

**H** Wyoming was the pioneer state in giving equal rights to women.

**G** The people of Wyoming have learned to utilize natural resources in the state and are attempting to prevent waste.

**S** Wyoming exchanges beef and mineral products for food and manufactured goods with other states and foreign countries.

**G** Rugged physical features, scarcity of people, and an abundance of wildlife has helped to retain an aspect of pioneer life in Wyoming.

**G** Although some of the land in Wyoming is arid, oil and minerals in the ground have produced wealth. Dams have been constructed to hold water for irrigation.

**H** Early records, diaries, newspapers, artifacts, and historic sites provide much information about the historical development of Wyoming.

**PS** Because of the high respect for the individual, people in Wyoming have established law and order from a lawless society.

**H** Families from many parts of the world settled in Wyoming.

**S** Missionaries were among the pioneers who came to Wyoming. They tried to teach spiritual and moral values to Indians and settlers.

**PS** There are state laws as well as local rules and regulations. People cannot work and live together without laws.

**G** Interest in conservation of natural resources has resulted in the establishment of parks, forest preserves, wilderness areas, and in laws to protect game and fish.

**H** Wyoming people have often been leaders in bringing new improvements to the state and to the entire nation.

**S** The people of Wyoming have blended various social, ethnic, and economic differences to form typical American citizens.

**E** Economic limitations of frontier self-sufficiency had to be accepted until adequate means of transportation and communication were established.

**G** The beauty of the environment influences the people. The beauty of Wyoming mountains and wildlife has brought artists to Wyoming and has resulted in beautiful paintings and stories.

### STEP 6 (Fifth Grade)

**PS** Under a free government, individuals
many opportunities for self-development

**E** The idea, "dignity of labor," has result
reasonable reward for work and eco
development.

**H** Events in Europe influenced the hist
development of the countries in the W
Hemisphere.

**A** Cultural differences among groups
from their different backgrounds and
ences and may represent various sta
development.

**E** In underdeveloped areas of the world,
tend to be under-nourished and ill-
because they lack the machines (capi
produce goods and services efficiently.

**S** Americans believe educated citiz
needed to make a democracy work, an
have a unique system of free public edu

**A** In a democracy we believe people
behave in ways that do not interfe
others' rights.

**S** Many important group attitudes and
are developed within the family.

**S** Every reform began as an individual's
opinion. Moral and spiritual codes a
suited to control society's behavior.

**PS** People working in groups and govern
agencies can assist all levels of governm
increase efficiency of operation.

**G** Man modifies his environment to m
needs.

**A** The varied backgrounds of the many
that came to the Western Hemisphe
blended to form new regional culture p

**PS** Local, state, and national governmen
assist one another in meeting the need
people.

**A** Some changes are brought about by
between conflicting cultures; some
cooperation and other peaceful means.

**A** As people met their basic needs, t
more time for self-expression through t
literature, music, painting, and sculptur

## EXAMPLE 6: State of Wyoming

*(An Illustrative Unit – Level II follows)*

### P 5 (Fourth Grade)

- as the pioneer state in giving omen.
- of Wyoming have learned to resources in the state and are revent waste.
- changes beef and mineral pro- and manufactured goods with foreign countries.
- ical features, scarcity of people, ance of wildlife has helped to of pioneer life in Wyoming.
- me of the land in Wyoming is minerals in the ground have th. Dams have been constructed r irrigation.
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- were among the pioneers who ing. They tried to teach spiritual es to Indians and settlers.
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- conservation of natural resources in the establishment of parks, s, wilderness areas, and in laws to nd fish.
- ople have often been leaders in mprovements to the state and to on.
- of Wyoming have blended various , and economic differences to American citizens.
- limitations of frontier self- d to be accepted until adequate nsportation and communication hed.
- y of the environment influences he beauty of Wyoming mountains as brought artists to Wyoming and in beautiful paintings and stories.

### STEP 6 (Fifth Grade)

- **PS** Under a free government, individuals have many opportunities for self-development.
- **E** The idea, "dignity of labor," has resulted in a reasonable reward for work and economic development.
- **H** Events in Europe influenced the historical development of the countries in the Western Hemisphere.
- **A** Cultural differences among groups stem from their different backgrounds and experiences and may represent various stages of development.
- **E** In underdeveloped areas of the world, people tend to be under-nourished and ill-housed because they lack the machines (capital) to produce goods and services efficiently.
- **S** Americans believe educated citizens are needed to make a democracy work, and they have a unique system of free public education.
- **A** In a democracy we believe people should behave in ways that do not interfere with others' rights.
- **S** Many important group attitudes and biases are developed within the family.
- **S** Every reform began as an individual's private opinion. Moral and spiritual codes are best suited to control society's behavior.
- **PS** People working in groups and governmental agencies can assist all levels of government and increase efficiency of operation.
- **G** Man modifies his environment to meet his needs.
- **A** The varied backgrounds of the many groups that came to the Western Hemisphere have blended to form new regional culture patterns.
- **PS** Local, state, and national governments often assist one another in meeting the needs of the people.
- **A** Some changes are brought about by conflicts between conflicting cultures; some through cooperation and other peaceful means.
- **A** As people met their basic needs, they had more time for self-expression through the arts: literature, music, painting, and sculpture.

### STEP 7 (Sixth Grade)

- **H** Not all cultures value freedom and human liberty equally.
- **E** The people of Latin America are impatiently searching for ways to improve their standard of living.
- **E** Nations need help to help themselves. Failure of some culture areas or nations to participate economically with other nations has slowed their economic growth.
- **A** People of different cultures have different points of view based on their customs and manner of living.
- **E** Distribution of natural resources on earth is significant to economic, social, and political development. Man uses its resources for his benefit, and may remove, modify, or destroy them.
- **PS** As cultures and technology become more complex, there is a need for better educational institutions and larger governmental units.
- **PS** Governments differ from country to country, but power ultimately rests on consent of the governed. Governments providing peaceful change of leadership are more prosperous.
- **S** Habits of obedience to rules and authority are first learned in the family.
- **H** The Roman Catholic Church has had an important influence on the moral and spiritual values of Latin America.
- **PS** All cultures have systems of laws to promote order, and, as a society becomes more complex, it requires and develops more laws.
- **G** An underdeveloped area with dense population faces the problem of using inadequate resources for raising needed food and also providing for expansion of industry.
- **E** In some cultures all man's energies are needed to produce enough food to survive. In such cultures the concept of democracy may be poorly developed and seem unimportant to individuals.
- **A** Conflict among groups tends to be reduced when they understand and appreciate each other's culture.
- **A** All cultures do not agree on what constitutes progress. Powerful groups, institutions, and traditions often oppose change.
- **A** All cultures have been enriched by the contributions of talented persons in technology, the arts, and government.

## EXAMPLE 6: STATE OF WYOMING
## ILLUSTRATIVE UNIT - LEVEL II

### I. Descriptive Statement

Of all the places man might make his home, none is less inviting that the desert. A desert life is often one of loneliness, a search for food and shelter, and a constant effort to change oneself or one's environment to weaken the harshness of desert living.

### II. Provocative or Leading Questions

What are some of the important features of deserts, and what effects do these features have on life there?

### III. Suggested Disciplines (Interdisciplinary)

1. Geography
2. Anthropology
3. Economics

### IV. Specific Skills to be Developed

A. Locate the major deserts of the world on a physical map and on a globe. Indicate the latitudes where they are found, noticing particularly the great amount of desert or steppe land between the 15th and 35th parallels.

B. Prepare a bar graph on one or several of the following features of a desert environment:
   1. Precipitation
   2. Major minerals
   3. Population density
   4. Diurnal variation of temperature

C. Establish a cause and effect relationship between the climatic conditions and the plant response and/or animal response to these conditions. The cactus and camel would be excellent examples, respectively. Such questions as these might be stimulating:
   1. How has the camel responded to the lack of water in the desert environment?
   2. What are the advantages of his padded feet and knees in a desert climate?
   3. What does the hump of the camel store? Why is this important in a desert climate?

### A DESERT ENVIRONMENT
### and its effect on people who live there

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[3] Reprinted from *Discovering the Structure of Social Studies* by James A. Womack, Benziger Brothers, Inc., New York, 1968, pp. 93-99.

D. Develop an understanding of geographic terms relating to deserts. These terms might include: diurnal variation, temperature, precipitation, relief, oasis, nomad, pastoral nomads, steppe, humidity, climate, domesticated animals, date palms, and nitrates.

E. Ask students to offer reasons for the cause and effect relations of certain areal conditions of physical geography. They might be asked to explain:
   1. How the plant life and agriculture of the desert reflect climatic conditions there. These climatic conditions would include light, sporadic rainfall, great extremes in daily temperature, poor quality soils, and high velocity winds with strong gusts.
   2. The influence of mountain barriers on trade winds affecting precipitation on both the windward and leeward sides of mountains.

F. Ask students to study any oasis and to cite the various and often ingenious ways in which the people living there have preserved and made maximum use of the scarce water. Such oases as the Nile, Lower Indus Valley, or the Imperial Valley of the U. S. would be excellent examples. In this study of oases, the students should pay attention to such geographic factors as:
   1. Location of river streams, usually found in surrounding highlands several hundreds of miles away.
   2. Importance of soil and mud deposits made by the river systems.
   3. Importance of scarce water for irrigation agriculture, including crops grown during flood seasons such as sorghum and rice.

## V. Answers to the Provocative or Leading Questions

A. The important features of a desert environment are:
   1. The harshness of the climate for all forms of life. This includes the ever constant lack of water, the blinding winds, the scorching heat, and the general aridity of the area.
   2. The effects of the lack of water on plant life, animal life, and human life. Plant root systems probe deep into the soil to gain water, while many animals including the camel and sheep have made biological adaptation to survive in the harsh environment.
   3. The existence of a few minerals usually resulting from salt water deposits. These minerals often include sodium nitrates, guano, salt and borax.

B. The important effects of the harsh desert environment on man are:
   1. Man has been forced to adapt to the desert environment, and yet has also been able to change his environment to meet his own needs. Man has adapted to the desert environment in many ways. Some are:
      a. He has become nomadic, wandering from place to place in search of pastoral land and water. This constant wandering has forced him to live in easily movable tents and to live on the bare essentials of life. Often the competitive desert life, which is due to scarce resources, had made him a fierce warrior and highly suspicious of others. Often too, the isolation of his life has led him to become religious.
      b. Man has adapted to his environment by wearing white clothes to offset the intensity of the heat, by domesticating animals which he uses for multiple purposes, and by his own self-control in using water.

C. Man has adapted his environment to meet his own needs. Some adaptions are:
   1. He has developed many ingenious methods of irrigation to conserve the scarce water and to insure its availability when needed. These methods of irrigation have permitted him to develop an agricultural system on the banks of oases. He has also discovered such plants as the date palm which can thrive in the arid desert climate.
   2. He has domesticated animals and found many and various uses for them. They serve him as pack animals, as sources of transportation, protection, food and drink, and often even his shelter is made from animal skin.
   3. He has helped to develop mining regions of nitrates, salt, and borax, and even petroleum. Around these mining and industrial regions, villages and settlements have sprung up to serve as commercial villages.

## VI. Content Sources

A. Books and Periodicals

Beim, Jerrold, *Erick on the Desert,* New York: William Morrow and Co., Inc., 1953 (1-3). This picture storybook for slower readers about a newcomer's first experience on the Arizona desert provides a good view of the desert and its life (Student/Teacher source).

Carpenter, Frances, *Our Little Friends of the Arabian Desert,* New York: American Book Company, 1934 o.p. (3-4). Describes the daily life of two children belonging to a Bedouin tribe, and the activities of the tribe through a year of wandering and trading. Stress is laid upon the influence of natural environment on manners and customs (Student/Teacher source).

Disney, Walt, productions, *Walt Disney's Living Desert* by Jane Warner and the staff of the Walt Disney Studio. New York: Simon and Schuster, Inc., 1965. Goldencraft (1-6) (Student/Teacher source).

Epstein, Samuel, & Epstein, B. W., *All About the Desert,* New York: Random House, Inc., 1957 (4-7). A fascinating report on the deserts of the world with a scientific explanation for their parched state. Includes a description of the plant and animal life inhabiting the desert (Student/Teacher source).

Goetz, Delia, *Deserts,* New York: William Morrow and Co., Inc., 1956 (4-6). An interesting description of desert lands and the plants and animals that inhabit the desert (Student/Teacher source).

Kissin, Ruth, *Desert Animals,* New York: David McKay Co., Inc., 1947. o.p. Cadmus. (1-3). A rhymed text and colored illustrations present an attractive picture of life in the desert. For slower readers (Student/Teacher source).

Malkus, A. S. *Sidi, Boy of the Desert,* Holt, Rinehart & Winston, 1956 (5-7). An absorbing story of a Bedouin boy and his search for his Arabian colt. A good picture of desert life (Student/Teacher source).

Patch, E. M. and Fenton, C. L., *Desert Neighbors,* New York: The Macmillan Company, 1937. o.p. (4-6). These studies of desert wildlife picture with clarity and beauty the atmosphere of the desert (Student/Teacher source).

Reed, W. M., *Sky is Blue*, New York: Harcourt, Brace & World, Inc., 1940 (4-6). This elementary scientific book on geology and weather has a chapter (pp. 109-120) on "Why do we have deserts?" For good readers (Student/Teacher source).

## VII. Generalizations to be Discovered. Citations of Proof

A. Man adapts himself to his environment, both biologically and culturally, and adapts his environment to meet his own needs.
   1. Nomadic people have adapted themselves to desert conditons.
   2. The people of Israel have changed much of their desert environment to meet their own needs.
   3. The early American colonists in both Jamestown and Massachusetts were forced to adapt themselves to their environment.

B. The harsher the physical environment the more time man must spend meeting his basic needs and the less time he has for leisure.
   1. Consider the early American frontiersman.
   2. Consider the Eskimo or the Aborigines of Australia.

C. Natural resources become valuable only when man uses them, and his manner of using them reflects the needs and level of technology in his society.
   1. Consider the value of oil deposits today as compared to the period before the British and American firms began to exploit them.
   2. Consider the contrasting technology used in coal mines today and in the past.

D. Since natural resources are limited and human wants relatively unlimited, every society has developed some means of allocating resources.
   1. Consider the market place in a capitalist country.
   2. Consider a quota or ration system.

E. All societies have some form of law and organization through which necessary activities are performed.
   1. Consider a modern urban government.
   2. Consider the social arrangement of an important Indian tribe, such as the Apache or Zuni.

F. Every culture attempts to perpetuate itself by transmitting its values and mores to the young.

G. Man's physical environment and environment and climate interact to condition the daily activities of man.
   1. Consider the people of Asia during the monsoon season.
   2. Consider the mountainous people of the Himalayas and the people of a Maine coastal fishing village.
   3. Contrast living in Florida with living in Alaska during the winter months.

H. The population density of an area is often in direct proportion to the suitability of the area in terms of the ways of making a living.
   1. Consider the population density of the wheat farms of the Great Plains in terms of the ways of making a livelihood there.
   2. Consider the population density of a major urban center in terms of the numerous ways of making a livelihood there.

I. The inter-relationship of man and his physical environment have contributed to diverse cultural development.
   1. Consider the Indian tribes' cultures in terms of their respect and reverence for their physical environment.
   2. Consider the Eskimo.

# Appendix B

## SOCIAL STUDIES SKILLS: A GUIDE TO ANALYSIS AND GRADE PLACEMENT

*Eunice Johns and Dorothy McClure Fraser*

Helping young people develop and use skills effectively is one of the central purposes of social studies instruction. Indeed, without an adequate command of skills, it is doubtful that students can gain the insights concerning their society or develop the habits of intellectual and social behavior that constitute the ultimate goals of the social studies program. Skills are tools for learning, both in and out of school. The student who develops a command of social studies skills during his school years and carries these skills into the adult years has laid a firm basis for continued learning throughout his life.

The chart which appears in the following pages has been developed as an aid to social studies teachers who desire to improve their teaching of social studies skills.[1] It represents an illustrative analysis of major skills areas that should be developed in social studies programs. It is organized in two parts, as follows:

Part One. Skills which are a definite but shared responsibility of the social studies

I. Locating information
II. Organizing information
III. Evaluating information
IV. Acquiring information through reading
V. Acquiring information through listening and observing
VI. Communicating orally and in writing
VII. Interpreting pictures, charts, graphs, tables
VIII. Working with others.

Part Two. Skills which are

I. Reading
II. Applyi
social
III. Interpre
IV. Underst

The chart also suggests a
emphasis on each sub-skill th
through planned readiness ex
and (3) reteaching, maintaini

Thus, the chart outlines a
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The chart may also be use
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Throughout this *Yearboo*
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1. The skill should be
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2. The learner must u
have motivation for devel

3. The learner should
the skill, so that he will f

4. The learner needs
mediate evaluation so th
performance.

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[1] In preparing this chart, the authors have consulted a wide range of curriculum materials and professional literature, including: Baltimore (Md.) Public Schools. *Guide to Elementary Education*, 1955; Buffalo (N.Y.) Public Schools. *Curriculum Guide, Kindergarten–Grade Three*, 1959, and *Curriculum Guide, Grade Four–Six*, 1959; Minneapolis (Minn.) Public Schools. *Social Studies*, 1957; John U. Michaelis, editor. *Social Studies in Elementary Schools*. Thirty-Second Yearbook. Washington, D.C.: National Council for the Social Studies, a department of the National Education Association, 1962. Chapter VI; and the body of the *Yearbook* in which this Appendix appears. They wish to acknowledge a particular debt to the social studies committees of the Washington County (Md.) Public Schools and of the Wilmington (Del.) Public Schools, whose draft formulations of similar charts are reflected in this chart.

[2] Teachers and curriculum com
are hereby granted permission to
of the copyright. It is requested,
312) be included, since this exp
for the proper use of the chart.

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*IcClure Fraser*

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# Appendix B

Part Two. Skills which are a major responsibility of the social studies

I. Reading social studies materials
II. Applying problem-solving and critical-thinking skills to social issues
III. Interpreting maps and globes
IV. Understanding time and chronology.

The chart also suggests a tentative grade placement for three levels of emphasis on each sub-skill that is identified: (1) introducing the specific skill, through planned readiness experiences; (2) developing the skill systematically; and (3) reteaching, maintaining, and extending the skill as necessary.

Thus, the chart outlines a planned, sequential program for skill development, one that cuts across subject lines and bridges the gap between the elementary and the secondary school. It may serve as a reminder to every teacher that effective teaching of skills should be part of a cumulative program running from the early school years through high school. It may help the teacher plan so as to reinforce whatever command of skills his pupils have already attained at the same time that he leads them to a higher level of performance.

The chart may also be used by groups of social studies teachers and their colleagues in other fields as a point of departure in formulating their own analysis and plan for the social studies skills program in their own school system.[2] When teachers thus clarify their own purposes for teaching skills, become sensitized to their pupils' needs for skill development, and identify ways of meeting those needs, major benefit to the instructional program will result that could never come from uncritical acceptance of an already formulated program.

Throughout this *Yearbook* the point has been made that pupils develop skills most effectively when there is systematic instruction and continuing application of the skills. The following principles of learning and teaching have been emphasized as a basis for the social studies skills program:

1. The skill should be taught functionally, in the context of a topic of study, rather than as a separate exercise.

2. The learner must understand the meaning and purpose of the skill, and have motivation for developing it.

3. The learner should be carefully supervised in his first attempts to apply the skill, so that he will form correct habits from the beginning.

4. The learner needs repeated opportunities to practice the skill, with immediate evaluation so that he knows where he has succeeded or failed in his performance.

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[2] Teachers and curriculum committees who wish to reproduce the chart, or portions of it, are hereby granted permission to do so by the National Council for the Social Studies, holder of the copyright. It is requested, however, that in all cases the introductory pages (pp. 310-312) be included, since this explanatory material provides the necessary frame of reference for the proper use of the chart.

5. The learner needs individual help, through diagnostic measures and follow-up exercises, since not all members of any group learn at exactly the same rate or retain equal amounts of what they have learned.

6. Skill instruction should be presented at increasing levels of difficulty, moving from the simple to the more complex; the resulting growth in skills should be cumulative as the learner moves through school, with each level of instruction building on and reinforcing what has been taught previously.

7. Students should be helped, at each stage, to generalize the skills, by applying them in many and varied situations; in this way, maximum transfer of learning can be achieved.

8. The program of instruction should be sufficiently flexible to allow skills to be taught as they are needed by the learner; many skills should be developed concurrently.

In applying these principles, teachers should keep two cautions in mind. First, although it is possible to make a general plan for continuity in skill development, it is impossible to set a particular place in the school program where it is always best to introduce a specific skill. Many factors enter into the final decision of the teacher, as he works with a specific class, and the general plan can serve only as a guide to what seems to be good practice. True continuity in skill development is that which is developed within the learner, not that which can be blocked out in a general plan. Furthermore, it can never be assumed that a child has gained command of a particular skill merely because he has been exposed to it. Review and reteaching of skills that have been stressed at an earlier grade level are often necessary, even with the most capable students.

Second, the suggested grade placements indicated in the chart which follows are based on a combination of current practice and the subjective judgments of many teachers, including the authors. Both of these reflect what young people seem to be able to achieve within existing patterns of instruction. It is possible that pupils could achieve earlier and more effective command of many aspects of social studies skills if new patterns and approaches for instruction were employed. More systematic and intensive readiness experiences, for example, might enable children to profit from systematic instruction in skills at an earlier age. If so, they would gain an earlier command of tools that could enhance their learning through the rest of their school years. On the other hand, it is possible that present practice calls for instruction in some skills before the learner has developed the necessary related concepts. If so, he may not only fail for the moment but be handicapped in later efforts to gain control of the particular skill. Almost no research evidence exists to guide the proper grade placement of skill instruction. Evidence of this kind is urgently needed as a basis for improving the teaching of social studies skills. It is the hope of the authors that their efforts in preparing this guide to the analysis and grade placement of skill instruction will stimulate such research in the years immediately ahead.

The chart follows:

### Social Studies Skills: A Guide to Analysis and Grade Placement

(Code: EP, early primary; LP, late primary; EI, early intermediate;
LI, late intermediate; J, junior high school; S, senior high school)

Part One: Skills which are a definite but shared responsibility of the social studies

| Skill | Introduce, through planned readiness experiences | Develop systematically | Reteach, maintain, and extend |
|---|---|---|---|
| Locating information | | | |
| A. Work with books | | | |
| 1. Use title of books as guide to contents | EP | LP–LI | J–S |
| 2. Use table of contents | LP | EI–J | S |
| 3. Alphabetize | LP | EI–J | S |
| 4. Use index | EI | LI–J | S |
| 5. Use title page and copyright date | EI | LI–J | S |
| 6. Use glossary, appendix, map lists, illustration lists | EI | LI–J | S |
| 7. Distinguish between storybooks and factual books | LP–EI | LI–J | S |
| 8. Choose a book appropriate for the purpose | LP–EI | LI–J | S |
| B. Find information in encyclopedias and other reference books | | | |
| 1. Locate information in an encyclopedia by using key words, letters on volume, index, and cross references | EI | LI–J | S |
| 2. Use reference works, such as *World Almanac*, atlases, *Who's Who*, *Statesman's Yearbook* | EI | LI–J | S |
| C. Make efficient use of the dictionary | | | |
| 1. Alphabetize a list of words according to the first letter; according to the second and third letters | LP | EI–J | S |
| 2. Use guide words | EI | LI–J | S |
| 3. Learn correct pronunciation of a word | EI | LI–J | S |
| 4. Understand syllabication | EI | LI–J | S |

SOCIAL STUDIES SKILLS: A GUIDE TO ANALYSIS AND GRADE PLACEMENT—*Continued*
(Code: EP, early primary; LP, late primary; EI, early intermediate;
LI, late intermediate; J, junior high school; S, senior high school)

PART ONE: Skills which are a definite but shared responsibility of the social studies—*Continued*

| Skill | Introduce, through planned readiness experiences | Develop systematically | Reteach, maintain, and extend |
|---|---|---|---|
| I. Locating information—*Con.* | | | |
| C. Make efficient use of the dictionary—*Con.* | | | |
| 5. Choose the appropriate meaning of the word for the context in which it is used | EI | LI–J | S |
| D. Read newspapers, magazines, and pamphlets with discrimination | | | |
| 1. Recognize these materials as sources of information about many topics, especially current affairs | LP | EI–LI | J–S |
| 2. Select important news items | EI | LI | J–S |
| 3. Select from these sources material that is pertinent to class activities | EI | LI–J | S |
| 4. Learn the organization of a newspaper and how to use the index | LI | J | S |
| 5. Learn about the sections of the newspaper | EI | LI | J–S |
| 6. Recognize the differences in purpose and coverage of different magazines, papers, and pamphlets | LI | J–S | S |
| E. Know how to find material in a library, both school and public | | | |
| 1. Locate appropriate books | EI | LI–J | S |
| 2. Use a book card | EI | LI | |
| 3. Use the card catalogue to learn that— | | | |
| a. A book is listed in three ways—by subject, by author, and by title | EI | LI–J | S |
| b. All cards are arranged alphabetically | EI | LI–J | S |

|  |  |  |  |
|---|---|---|---|
| c. Cards have call numbers in upper left-hand corner which indicate the location on the shelf | EI | LI–J | S |
| d. Some author cards give more information than the title or subject card | EI | LI–J | S |
| e. Information such as publisher, date of publication, number of pages and of illustrations, and usually some annotation are provided | EI | LI–J | S |
| f. The Dewey Decimal System is a key to finding books | J | S | S |
| 4. Use the *Readers' Guide to Periodical Literature* and other indexes | J | S | S |
| F. Gather facts from field trips and interviews |  |  |  |
| 1. Identify the purpose of the field trip or interview | EP | LP–J | S |
| 2. Plan procedures, rules of behavior, questions to be asked, things to look for | EP | LP–J | S |
| 3. Take increasingly greater initiative in the actual conduct of the field trip or interview | EP | LP–J | S |
| 4. Evaluate the planning and execution of the field trip or interview | EP | LP–J | S |
| 5. Find acceptable ways to open and close an interview | LP | EI–J | S |
| 6. Express appreciation for courtesies extended during the field trip or interview | EP | LP–J | S |
| 7. Record, summarize, and evaluate information gained | EP | LP–S | S |
| G. Be selective in using audiovisual materials | EP–LI | J | S |
| (See Acquiring information through listening and observing; and Interpreting pictures, charts, graphs, tables; Part One, Sections V, VII.) |  |  |  |
| H. Use maps and globes in developing geographic skills (See Interpreting maps and globes, Part Two, Section III.) | LP | EI–J | S |
| II. Organizing information |  |  |  |
| A. Make an outline of topics to be investigated and seek material about each major point, using more than one source | EI | LI–S | S |

SOCIAL STUDIES SKILLS: A GUIDE TO ANALYSIS AND GRADE PL
(Code: EP, early primary; LP, late primary; EI, early in
LI, late intermediate; J, junior high school; S, senior h

PART ONE: Skills which are a definite but shared responsibility of the

| Skill | Introduce planned exper |
|---|---|
| II. Organizing information—*Con.* | |
| B. Select the main idea and supporting facts | EI |
| C. Compose a title for a story, picture, graph, map, or chart | EP |
| D. Select answers to questions from material heard, viewed, or read | EP |
| E. Take notes, making a record of the source by author, title, page | LI |
| F. Classify pictures, facts, and events under main headings or in categories | LP |
| G. Arrange events, facts, and ideas in sequence | EP |
| H. Make simple outlines of material read, using correct outline form | LI |
| I. Write a summary of main points encountered in material | EI |
| J. Make a simple table of contents | LP |
| K. Make a bibliography | LI |
| III. Evaluating information | |
| A. Distinguish between fact and fiction | EI |
| B. Distinguish between fact and opinion | LI |
| C. Compare information about a topic drawn from two or more sources to recognize agreement or contradiction | LI |

tudies Skills: A Guide to Analysis and Grade Placement—*Continued*

(Code: EP, early primary; LP, late primary; EI, early intermediate;
I, late intermediate; J, junior high school; S, senior high school)

kills which are a definite but shared responsibility of the social studies—*Continued*

| Skill | Introduce, through planned readiness experiences | Develop systematically | Reteach, maintain, and extend |
|---|---|---|---|
| *on.* | | | |
| nd supporting facts | EI | LI–S | S |
| story, picture, graph, map, or chart | EP | LP–LI | J–S |
| tions from material heard, viewed, or read | EI | LP–J | S |
| record of the source by author, title, page | LI | J–S | S |
| ts, and events under main headings or in | LP | EI–J | S |
| and ideas in sequence | EP | LP–J | S |
| of material read, using correct outline form | LI | J–S | S |
| nain points encountered in material | EI | LI–S | S |
| of contents | LP | EI–J | S |
| | LI | J | S |
| act and fiction | EP | LP–J | S |
| act and opinion | LI | J–S | S |
| n about a topic drawn from two or more e agreement or contradiction | LP | EI–J | S |

| | | | |
|---|---|---|---|
| D. Consider which source of information is more acceptable, and why | LP | EI–S | S |
| E. Examine reasons for contradictions, or seeming contradictions, in evidence | J | J–S | S |
| F. Examine material for consistency, reasonableness, and freedom from bias | J | J–S | S |
| G. Recognize propaganda and its purposes in a given context | J | J–S | S |
| H. Draw inferences and make generalizations from evidence | EP | LP–S | J–S |
| I. Reach tentative conclusions | EP | LP–S | J–S |
| IV. Acquiring information through reading | | | |
| A. Skim to find a particular word, get a general impression, or locate specific information | LI | J–S | S |
| B. Read to find answers to questions | EP | LP–J | S |
| C. Make use of headings, topic sentences, and summary sentences to select main ideas and differentiate between main and subordinate ideas | EI | LI–J | S |
| D. Select the statements that are pertinent to the topic being studied | LP | EI–J | S |
| E. Make use of italics, marginal notes, and footnotes to discover emphasis by author | LI | J–S | S |
| F. Consciously evaluate what is read, using the approaches suggested in Section III above | LI | J–S | S |
| V. Acquiring information through listening and observing | | | |
| A. Listen and observe with a purpose | EP | LP–J | S |
| B. Listen attentively when others are speaking | EP | LP–J | S |
| C. Identify a sequence of ideas and select those that are most important | LP | EI–J | S |
| D. Relate, compare, and evaluate information gained through listening and observing with that gained from other sources of information | LP–EI | LI–J | S |

SOCIAL STUDIES SKILLS: A GUIDE TO ANALYSIS AND GRADE PLACEMENT—
(Code: EP, early primary; LP, late primary; EI, early intermediat
LI, late intermediate; J, junior high school; S, senior high schoo

PART ONE: Skills which are a definite but shared responsibility of the social stu

| Skill | Introduce, through planned readiness experiences |
|---|---|
| V. Acquiring information through listening and observing—*Con.* | |
| E. Adjust to a speaker's voice and delivery and to the physical conditions of the situation | LP |
| F. Reserve judgment until the speaker's entire presentation has been heard | J |
| G. Take notes while continuing to listen and to observe | J |
| H. Analyze video and audio presentations, e.g., films, pictures, models, exhibits, and other graphic materials concerned with social studies topics | J |
| VI. Communicating orally and in writing | |
| A. Speak with accuracy and poise | |
| 1. Develop an adequate vocabulary | EP |
| 2. Choose the appropriate word | EP |
| 3. Pronounce words correctly and enunciate clearly | EP |
| 4. Talk in sentences | EP |
| 5. Prepare and use notes in presenting an oral report, giving credit when material is quoted | EI |
| 6. Keep to the point in all situations involving oral expression | EP |
| 7. Develop self-confidence | EP |

s: A GUIDE TO ANALYSIS AND GRADE PLACEMENT—*Continued*
rly primary; LP, late primary; EI, early intermediate;
ediate; J, junior high school; S, senior high school)

a definite but shared responsibility of the social studies—*Continued*

| | Introduce, through planned readiness experiences | Develop systematically | Reteach, maintain, and extend |
|---|---|---|---|
| nd observing—*Con.* | | | |
| ery and to the physical condi- | LP | EI–J | S |
| s entire presentation has been | J | J–S | S |
| n and to observe | J | J–S | S |
| ns, e.g., films, pictures, models, aterials concerned with social | J | J–S | S |
| | EP | LP–J | S |
| | EP | LP–J | S |
| nunciate clearly | EP | LP–J | S |
| | EP | LP–J | S |
| ing an oral report, giving credit | EI | LI–S | S |
| ns involving oral expression | EP | LP–J | S |
| | EP | LP–J | S |

| | | | |
|---|---|---|---|
| 8. Exchange ideas through discussion, either as leader or participant | EP | LP–J | S |
| 9. Respect limitations of time and the right of others to be heard | EP | LP–J | S |
| B. Write with clarity and exactness | | | |
| 1. Collect, evaluate, and organize information around a clearly defined topic (see Sections I–V above) | LI | J–S | S |
| 2. Write independently, avoiding copying from references | EI–LI | J–S | S |
| 3. Give credit for quoted material | LI | J–S | S |
| 4. Use standard English | LI | J–S | S |
| 5. Include a bibliography to show source of information | EI | LI–J | S |
| 6. Include footnotes when necessary | J | J–S | S |
| 7. Apply the skills being developed in printing, writing, spelling, punctuating, capitalizing, and arranging written work | LP | EI–J | S |
| 8. Proofread and revise | LI | J–S | S |
| II. Interpreting pictures, charts, graphs, tables | | | |
| A. Interpret pictorial materials | | | |
| 1. Recognize these materials as sources of information | EP | LP–J | S |
| 2. Distinguish between types of pictorial material, recognize the advantages of each, and recognize the need for objectivity in interpretation | EI | LI–J | S |
| 3. Note and describe the content of the material, both general and specific | EP | LP–LI | J–S |
| 4. Interpret by applying related information, and use the material as one basis for drawing conclusions | EP | LP–J | S |
| B. Interpret cartoons | | | |
| 1. Recognize these materials as expressing a point of view and interpret the view expressed | LI | J–S | S |
| 2. Note and interpret the common symbols used in cartoons | LI | J–S | S |
| C. Study charts | | | |
| 1. Understand the steps in development indicated | LI | J–S | S |

SOCIAL STUDIES SKILLS: A GUIDE TO ANALYSIS AND GRADE
(Code: EP, early primary; LP, late primary; EI, earl
LI, late intermediate; J, junior high school; S, senio

PART ONE: Skills which are a definite but shared responsibility of t

| Skill | Introdu<br>planne<br>exp |
|---|---|
| VII. Interpreting pictures, charts, graphs, tables—*Con.* | |
| C. Study charts—*Con.* | |
| 2. Trace the steps in the process shown | L |
| 3. Compare sizes and quantities | L |
| 4. Analyze the organization or structure | L |
| 5. Identify elements of change | L |
| D. Study graphs and tables | |
| 1. Understand the significance of the title | E |
| 2. Determine the basis on which the graph or table is built and the units of measure involved | E |
| 3. Interpret the relationships shown | E |
| 4. Draw inferences based on the data | E |
| E. Construct simple graphs, charts, tables, and other pictorial materials (including cartoons) | E |
| F. Relate information derived from pictures, charts, graphs, and tables with that gained from other sources | L |
| VIII. Working with others | |
| A. Respect the rights and opinions of others | E |
| B. Understand the need for rules and the necessity for observing them | E |

es Skills: A Guide to Analysis and Grade Placement—*Continued*
: EP, early primary; LP, late primary; EI, early intermediate;
te intermediate; J, junior high school; S, senior high school)

hich are a definite but shared responsibility of the social studies—*Continued*

| ill | Introduce, through planned readiness experiences | Develop systematically | Reteach, maintain, and extend |
|---|---|---|---|
| aphs, tables—*Con.* | | | |
| rocess shown | LI | J–S | S |
| tities | LI | J–S | S |
| n or structure | LI | J–S | S |
| nge | LI | J–S | S |
| nce of the title | EI | LI–J | S |
| which the graph or table is built and the lved | EI | LI–J | S |
| ps shown | EI | LI–J | S |
| n the data | EI | LI–J | S |
| harts, tables, and other pictorial ma- s) | EI | LI–J | S |
| d from pictures, charts, graphs, and rom other sources | LI | J | S |
| nions of others | EP | LP–S | S |
| ies and the necessity for observing them | EP | LP–S | S |

| | | | |
|---|---|---|---|
| C. Take part in making the rules needed by the group | EP | LP–S | S |
| D. Accept the role of leader or follower, as the situation requires | EP | LP–S | S |
| E. Profit from criticism and suggestions | EP | LP–S | S |
| F. Distinguish between work that can be done most efficiently by individuals and that which calls for group effort | EP | LP–S | S |
| G. Use the rules of parliamentary procedure when needed | LI | J | S |

Part Two: Skills which are a major responsibility of the social studies

| Skill | Introduce, through planned readiness experiences | Develop systematically | Reteac mainta and ext |
|---|---|---|---|
| I. Reading social studies materials | | | |
| A. Understand an increasing number of social studies terms | EP | LP–S | S |
| B. Learn abbreviations commonly used in social studies materials | EI | LI–J | S |
| II. Applying problem-solving and critical-thinking skills to social issues | | | |
| A. Recognize that a problem exists | EP | LP–J | S |
| B. Define the problem for study | EP | LP–J | S |
| C. Review known information about the problem | EP | LP–J | S |
| D. Plan how to study the problem | EP | LP–J | S |
| E. Locate, gather, and organize information<br>(For detailed analysis, see Part One, Section I.) | EP | LP–J | S |
| F. Interpret and evaluate information<br>(For detailed analysis, see Part One, Section III.) | EP | LP–J | S |
| G. Summarize and draw tentative conclusions | EP | LP–J | S |

SOCIAL STUDIES SKILLS: A GUIDE TO ANALYSIS AND GRADE PLACEMENT—*Co*
(Code: EP, early primary; LP, late primary; EI, early intermediate;
LI, late intermediate; J, junior high school; S, senior high school)

PART TWO: Skills which are a major responsibility of the social studies—*Cont*

| Skill | Introduce, through planned readiness experiences |
|---|---|
| II. Applying problem-solving, etc.—*Con.* | |
| H. Recognize the need to change conclusions when new information warrants | EP |
| I. Recognize areas for further study | EP |
| J. Use problem-solving techniques in meeting personal and societal problems | EP–LP |
| III. Interpreting maps and globes | |
| A. Orient the map and note directions | |
| 1. Use cardinal directions in classroom and neighborhood | LP |
| 2. Use intermediate directions, as southeast, northwest | EI |
| 3. Use cardinal directions and intermediate directions in working with maps | EI |
| 4. Use relative terms of location and direction, as near, far, above, below, up, down | EP |
| 5. Understand that north is toward the North Pole and south toward the South Pole on any map projection | LP–EI |
| 6. Understand the use of the compass for direction | EI |
| 7. Use the north arrow on the map | EI |
| 8. Orient desk outline, textbook, and atlas maps correctly to the north | EI |

s: A GUIDE TO ANALYSIS AND GRADE PLACEMENT—*Continued*
rly primary: LP, late primary; EI, early intermediate;
nediate: J, junior high school; S, senior high school)

hich are a major responsibility of the social studies—*Continued*

| | Introduce, through planned readiness experiences | Develop systematically | Reteach, maintain, and extend |
|---|---|---|---|
| lusions when new information | EP | LP–J | S |
| | EP | LP–J | S |
| meeting personal and societal | EP–LP | EI–J | S |
| oom and neighborhood | LP | EI–J | |
| southeast, northwest | EI | LI–J | S |
| rmediate directions in working | EI | LI–J | S |
| d direction, as near, far, above, | EP | LP–J | S |
| ard the North Pole and south v map projection | LP–EI | LI–J | S |
| pass for direction | EI | LI–J | S |
| p | EI | LI–J | S |
| nd atlas maps correctly to the | EI | LI–J | S |

| | | | |
|---|---|---|---|
| 9. Use parallels and meridians in determining direction | EI | LI–J | S |
| 10. Use different map projections to learn how the pattern of meridians and that of parallels differ | EI | LI–J | S |
| 11. Construct simple maps which are properly oriented as to direction | EI | LI–J | S |
| B. Locate places on maps and globes | | | |
| 1. Recognize the home city and state on a map of the United States and on a globe | EI | LI–J | S |
| 2. Recognize land and water masses on a globe and on a variety of maps—physical-political, chalkboard, weather, etc | LP | EI–J | S |
| 3. Identify on a globe and on a map of the world, the equator, tropics, circles, continents, oceans, large islands | EI | LI–J | S |
| 4. Use a highway map for locating places by number-and-key system; plan a trip using distance, direction, and locations | EI | LI–J | S |
| 5. Relate low latitudes to the equator and high latitudes to the polar areas | EI | LI–J | S |
| 6. Interpret abbreviations commonly found on maps | EI | LI–J | S |
| 7. Use map vocabulary and key accurately | EI | LI–J | S |
| 8. Use longitude and latitude in locating places on wall maps | LI | J | S |
| 9. Use an atlas to locate places | LI | J | S |
| 10. Identify the time zones of the United States and relate them to longitude | EI | LI–J | S |
| 11. Understand the reason for the International Date Line, and compute time problems of international travel | J | S | S |
| 12. Consult two or more maps to gather information about the same area | EI | LI–J | S |
| 13. Recognize location of major cities of the world with respect to their physical setting | EI | LI–J | S |
| 14. Trace routes of travel by different means of transportation | EI | LI–J | S |
| 15. Develop a visual image of major countries, land forms, and other map patterns studied | EI | LI–J | S |
| 16. Read maps of various types which show elevation | EI | LI–J | S |

Social Studies Skills: A Guide to Analysis and Grade Placement—

(Code: EP, early primary; LP, late primary; EI, early intermediate
LI, late intermediate; J, junior high school; S, senior high school

Part Two: Skills which are a major responsibility of the social studies—

| Skill | Introduce, through planned readiness experiences |
|---|---|
| III. Interpreting maps and globes—*Con.* | |
| B. Locate places, etc.—*Con.* | |
| 17. Understand the significance of relative location as it has affected national policies | LI |
| 18. Learn to make simple sketch maps to show location | LP |
| C. Use scale and compute distances | |
| 1. Use small objects to represent large ones, as a photograph compared to actual size | EP |
| 2. Make simple large-scale maps of a familiar area, such as classroom, neighborhood | EP |
| 3. Compare actual length of a block or a mile with that shown on a large-scale map | EI |
| 4. Determine distance on a map by using a scale of miles | EI |
| 5. Compare maps of different size of the same area | EI |
| 6. Compare maps of different areas to note that a smaller scale must be used to map larger areas | EI |
| 7. Compute distance between two points on maps of different scale | EI |
| 8. Estimate distances on a globe, using latitude; estimate air distances by using a tape or a string to measure great circle routes | LI |
| 9. Understand and use map scale expressed as representative fraction, statement of scale, or bar scale | LI |
| 10. Develop the habit of checking the scale on all maps used | EI |

GUIDE TO ANALYSIS AND GRADE PLACEMENT—*Continued*
imary; LP, late primary; EI, early intermediate;
te; J, junior high school; S, senior high school)

re a major responsibility of the social studies—*Continued*

| | Introduce, through planned readiness experiences | Develop systematically | Reteach, maintain, and extend |
|---|---|---|---|
| location as it has affected | LI | J–S | S |
| show location | LP | EI–J | S |
| ies, as a photograph com- | EP | LP–J | S |
| miliar area, such as class- | EP | LP–J | S |
| mile with that shown on | EI | LI–J | S |
| g a scale of miles | EI | LI–J | S |
| same area | EI | LI–J | S |
| note that a smaller scale | EI | LI–J | S |
| on maps of different scale | EI | LI–J | S |
| ng latitude; estimate air ng to measure great circle | LI | J | S |
| pressed as representative scale | LI | J | S |
| le on all maps used | EI | LI–J | S |

| | | | |
|---|---|---|---|
| D. Interpret map symbols and visualize what they represent | | | |
| 1. Understand that real objects can be represented by pictures or symbols on a map | EP | LP–J | S |
| 2. Learn to use legends on different kinds of maps | EI | LI–J | S |
| 3. Identify the symbols used for water features to learn the source, mouth, direction of flow, depths, and ocean currents | EI | LI–J | S |
| 4. Study color contour and visual relief maps and visualize the nature of the areas shown | LI | J | S |
| 5. Interpret the elevation of the land from the flow of rivers | LI | J | S |
| 6. Interpret dots, lines, colors, and other symbols used in addition to pictorial symbols | EI | LI–J | S |
| 7. Use all parts of a world atlas | J | S | S |
| E. Compare maps and draw inferences | | | |
| 1. Read into a map the relationships suggested by the data shown, as the factors which determine the location of cities | EI | LI–J | S |
| 2. Compare two maps of the same area, combine the data shown on them, and draw conclusions based on the data | EI | LI–J | S |
| 3. Recognize that there are many kinds of maps for many uses, and learn to choose the best map for the purpose at hand | EI | LI–J | S |
| 4. Understand the differences in different map projections and recognize the distortions involved in any representation of the earth other than the globe | LI | J | S |
| 5. Use maps and the globe to explain the geographic setting of historical and current events | LI | J | S |
| 6. Read a variety of special-purpose maps and draw inferences on the basis of data obtained from them and from other sources | J | J | S |
| 7. Infer man's activities or way of living from physical detail and from latitude | EI | LI–J | S |
| V. Understanding time and chronology | | | |
| A. Develop an understanding of the time system and the calendar | | | |
| 1. Learn to tell time by the clock | EP | LP | LI |
| 2. Use names of the days of the week in order | EP | LP | EI |

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LI, late intermediate; J, junior high school; S, senior high school)

Part Two: Skills which are a major responsibility of the social studies—Con

| Skill | Introduce, through planned readiness experiences |
|---|---|
| IV. Understanding time and chronology—*Con.* | |
| A. Develop an understanding of the time system and the calendar—*Con.* | |
| 3. Use names of the months in sequence | EP |
| 4. Use calendar to find datesof special events and to determine length of time between important dates | EP |
| 5. Associate seasons with particular months in both northern and southern hemispheres | EP |
| 6. Understand the relation between rotation of the earth and day and night | LP |
| 7. Understand the system of time zones as related to the rotation of the earth | LP |
| 8. Understand the relation between the earth's revolution around the sun and a calendar year | LP |
| 9. Accumulate some specific date-events as points of orientation in time | EI |
| 10. Comprehend the Christian system of chronology—B.C. and A.D | EI |
| 11. Use the vocabulary of definite and indefinite time expressions | |
| a. Use such definite time concepts as second, minute, yesterday, decade, century | EI |
| b. Use such indefinite time concepts as past, future, long ago, before, after, meanwhile | EP |
| 12. Acquire a sense of prehistoric and geological time | J |
| 13. Learn to translate dates into centuries | EI |

kills: A Guide to Analysis and Grade Placement—*Continued*
, early primary; LP, late primary; EI, early intermediate;
termediate; J, junior high school; S, senior high school)

s which are a major responsibility of the social studies—*Continued*

| | Introduce, through planned readiness experiences | Develop systematically | Reteach, maintain, and extend |
|---|---|---|---|
| —*Con.* | | | |
| time system and the calendar—*Con.* | | | |
| sequence | EP | LP | EI |
| of special events and to determine portant dates | EP | LP–LI | J |
| cular months in both northern and | EP | LP–LI | J–S |
| ween rotation of the earth and day | LP | EI–J | S |
| me zones as related to the rotation | LP | EI–J | S |
| ween the earth's revolution around ear | LP | EI–J | S |
| late-events as points of orientation | EI | LI–S | S |
| system of chronology—B.C. and A.D | EI | LI–J | S |
| ite and indefinite time expressions | | | |
| oncepts as second, minute, yesterday, | EI | LI–J | S |
| concepts as past, future, long ago, hile | EP | LP–J | S |
| ric and geological time | J | J–S | S |
| to centuries | EI | LI–J | S |

|  |  |  |  |
|---|---|---|---|
| B. Develop an understanding of events as part of a chronological series of events and an understanding of the differences in duration of various periods of time |  |  |  |
| 1. Recognize sequence and chronology in personal experiences, as the school day, weekly schedule, etc | LP | EI–LI |  |
| 2. Learn to arrange personal experiences in order | EP | LP–LI |  |
| 3. Comprehend sequence and order as expresssed in first, second, third, etc | EP | LP–LI |  |
| 4. Learn to think of the separation of an event from the present in arithmetical terms | EI | LI–J | S |
| 5. Learn to figure the length of time between two given dates | EI | LI–J | S |
| 6. Understand differences in duration of various historical periods | J | J–S | S |
| 7. Understand and make simple time lines | EI | LI–J | S |
| 8. Use a few cluster date-events to establish time relationships among historic events | EI | LI–S | S |
| 9. Learn to relate the past to the present in the study of change and continuity in human affairs | EI | LI–S | S |
| 10. Learn to formulate generalizations and conclusions about time in studying the development of human affairs | J | J–S | S |

# Appendix C

## A K–8 Skills Chart[39]
## (for Time and Space)

*(Evanston Township Schools)*

### DEVELOPMENTAL UNDERSTANDINGS
### (Kindergarten)

**Maps and Globes**

| AWARENESS (To be introduced and used in discussion) | DEVELOPMENT (to be taught systematically) |
|---|---|
| **Globe** | **Globe** |
| Extent of water and land | Globe as model of the earth |
| Up and down | |
| North and south relative to poles | |
| Idea of gravity | |
| **Maps** | **Maps** |
| **Map as diagram of part of the earth** | Simple spatial relationships far, near, etc. |

**Chronology**

| AWARENESS (to be introduced and used in discussion) | DEVELOPMENT (to be taught systematically) |
|---|---|
| Clock | Yesterday |
| Seasons | Today |
| After, before, long ago | Tomorrow |
| Change | Day |
| Days of the week | Week |
| Months of the year | Month |
| | Calendar |
| | Date |

### DEVELO

**Maps and Globes**

| AWARENESS (to be intro used in di |
|---|
| **Globe** |
| Revolution and change o seasons |
| Continent |

# ppendix C

## K—8 Skills Chart[39]

## or Time and Space)

*(Evanston Township Schools)*

| T (to be taught systematically) |
|---|
| f the earth<br>lationships |

| T (to be taught systematically) |
|---|
| |

### DEVELOPMENTAL UNDERSTANDINGS
### (First Grade)

**Maps and Globes**

| AWARENESS (to be introduced and used in discussion) | DEVELOPMENT (to be taught systematically) |
|---|---|
| **Globe**<br>Revolution and change of seasons<br>Continent | **Globe**<br>Globe as sphere<br>Rotation and day and night<br>Locations:<br>North America (continent)<br>Lake Michigan<br>Gulf of Mexico<br>Atlantic Ocean<br>Pacific Ocean<br>**Maps**<br>Map as a small diagram<br>Maps as tools<br>Cardinal directions in local setting<br>Map orientation to cardinal directions<br>Application of cardinal directions in reading local maps |

First Grade (cont'd.)

**Chronology**

| AWARENESS (to be introduced and used in discussion) | DEVELOPMENT (to be taught systematically) |
|---|---|
| Hour | Days of the week |
| Past | Months of the year |
| Present | Seasons of the year |
| Future | Day and night |
| Generation | Year |

## DEVELOPMENTAL UNDERSTANDINGS
## (Second Grade)

**Maps and Globes**

| AWARENESS (to be introduced and used in discussion) | DEVELOPMENT (to be taught systematically) |
|---|---|
| **Globe** | **Globe** |
| Primary map colors | Continents |
| | Islands |
| | Surface features, bodies of water and land forms relative to regions studied |
| **Maps** | **Maps** |
| Map symbols | Location in relation to metropolitan area, state, nation, and world |
| A variety of special-purpose maps | Boundaries of areas studied |
| | Intermediate directions |
| | Simple keys and symbols |

Second Grade (cont'd.)

**Chronology**

| AWARENESS (to be introduced and used in discussion) |
|---|
| Second |
| Minute |

## DEVELOPMENTAL U
## (Third G

**Maps and Globes**

| AWARENESS (to be introduced and used in discussion) |
|---|
| **Globe** |
| Hemisphere |
| Parallels and meridians |
| Revolution and the seasons |
| **Maps** |
| Expansion of awareness of special-purpose maps |

**Chronology**

| AWARENESS (to be introduced and used in discussion) |
|---|
| B.C. and A.D. |
| Century |
| Prehistoric |
| Sequence |
| Time line |

| EVELOPMENT (to be taught systematically) |
|---|
| s of the week<br>ths of the year<br>ons of the year<br>and night<br>r |

NDINGS

| EVELOPMENT (to be taught systematically) |
|---|
| be<br>ontinents<br>slands<br>urface features, bodies of water and land forms relative to regions studied<br>ps<br>ocation in relation to metropolitan area, state, nation, and world<br>oundaries of areas studied<br>ntermediate directions<br>imple keys and symbols |

Second Grade (cont'd.)

**Chronology**

| AWARENESS (to be introduced and used in discussion) | DEVELOPMENT (to be taught systematically) |
|---|---|
| Second<br>Minute | Hour<br>Half-hour<br>Quarter-hour |

## DEVELOPMENTAL UNDERSTANDINGS
## (Third Grade)

**Maps and Globes**

| AWARENESS (to be introduced and used in discussion) | DEVELOPMENT (to be taught systematically) |
|---|---|
| **Globe**<br>Hemisphere<br>Parallels and meridians<br>Revolution and the seasons | **Globe**<br>Location and identification of continents and major bodies of water<br>Physical features as related to areas of study<br>Land forms as related to areas of study |
| **Maps**<br>Expansion of awareness of special-purpose maps | **Maps**<br>Physical and political maps<br>Interpretation of map colors and map symbols |

**Chronology**

| AWARENESS (to be introduced and used in discussion) | DEVELOPMENT (to be taught systematically) |
|---|---|
| B.C. and A.D.<br>Century<br>Prehistoric<br>Sequence<br>Time line | Second<br>Minute |

## DEVELOPMENTAL UNDERSTANDINGS
### (Fourth Grade)

**Maps and Globes**

| AWARENESS (to be introduced and used in discussion) | DEVELOPMENT (to be taught systematically) |
|---|---|
| **Globe**<br>Rotation and day and night<br>International date line<br>Ocean currents<br>Trade winds | **Globe**<br>Revolution and seasons<br>Primary parallels and low, middle, and high latitudes<br>Hemisphere |
| **Maps**<br>Distortion<br>Mercator projection<br>Accuracy of globe<br>Linear and comparative scale | **Maps**<br>Physical, political, and historical maps<br>Color and shading as means of indicating elevation |

**Chronology**

| AWARENESS (to be introduced and used in discussion) | DEVELOPMENT (to be taught systematically) |
|---|---|
| Continuity | Calendar year |

## DEVELOPMENTAL UNDERSTANDINGS
### (Fifth Grade)

**Maps and Globes**

| AWARENESS (to be introduced and used in discussion) | DEVELOPMENT (to be taught systematically) |
|---|---|
| **Globe**<br>National time zones | **Globe**<br>Land and water forms relative to areas studied<br>Great Circle routes<br>Relative position |

Fifth Grade (cont'd.)

| |
|---|
| **Maps**<br>Special-purpose maps as sources of particular information |

**Chronology**

| AWARENESS (to be introduc used in discuss |
|---|
| Decade |

## DEVELOPME

**Maps and Globes**

| AWARENESS (to be introduc used in discuss |
|---|
| **Globe**<br>Longitude and meridians<br>Rotation and time |

GS

OPMENT (to be taught systematically)

tion and seasons
parallels and low, middle,
gh latitudes
here

l, political, and historical

nd shading as means of
ating elevation

LOPMENT (to be taught systematically)

year

NGS

ELOPMENT (to be taught systematically)

and water forms relative to
as studied
Circle routes
ive position

Fifth Grade (cont'd.)

| | |
|---|---|
| | Scale<br>Revolution, rotation<br>Ocean currents<br>Trade winds |
| **Maps**<br>Special-purpose maps as sources of particular information | **Maps**<br>U.S. place-geography<br>Special-purpose maps as needed<br>Scale |

**Chronology**

| AWARENESS (to be introduced and used in discussion) | DEVELOPMENT (to be taught systematically) |
|---|---|
| Decade | Past<br>Present<br>Future<br>Sequence |

## DEVELOPMENTAL UNDERSTANDINGS
## (Sixth Grade)

**Maps and Globes**

| AWARENESS (to be introduced and used in discussion) | DEVELOPMENT (to be taught systematically) |
|---|---|
| **Globe**<br>Longitude and meridians<br>Rotation and time | **Globe**<br>World place-geography<br>Land and water forms relative to areas studied |
| | **Maps**<br>World place-geography<br>Special-purpose maps as needed |

Sixth Grade (cont'd.)

**Chronology**

| AWARENESS (to be introduced and used in discussion) | DEVELOPMENT (to be taught systematically) |
|---|---|
| Chronology | B.C. and A.D.<br>Century<br>Prehistoric<br>Time line |

## DEVELOPMENTAL UNDERSTANDINGS
## (Seventh Grade)

**Maps and Globes**

| AWARENESS (to be introduced and used in discussion) | DEVELOPMENT (to be taught systematically) |
|---|---|
| | **Globe**<br>Mathematical geography, including latitude, longitude, international time zones, distance, scale, and direction<br>Latitude and longitude as a means of specifying location<br>**Maps**<br>Correlation of information from several maps<br>Types of and recognition of most common map projections<br>Physical regions<br>Land and water forms and place geography relative to areas studied<br>Latitude and longitude as a means of locating specific points |

Seventh Grade (cont'd.)

**Chronology**

| AWARENESS (to be introduced used in discussio |
|---|
| |

**DEVELOPME**

**Maps and Globes**

| AWARENESS (to be introduced used in discussio |
|---|
| |

**Chronology**

| AWARENESS (to be introduced used in discussio |
|---|
| |

Seventh Grade (cont'd.)

**Chronology**

| AWARENESS (to be introduced and used in discussion) | DEVELOPED (to be taught systematically) |
|---|---|
| | Decade<br>Generation |

## DEVELOPMENTAL UNDERSTANDINGS
## (Eighth Grade)

**Maps and Globes**

| AWARENESS (to be introduced and used in discussion) | DEVELOPMENT (to be taught systematically) |
|---|---|
| | **Globe**<br>Continued development of understanding of latitude and distance, longitude and time, scale, and direction<br>**Maps**<br>Expanded understanding of types and projections of maps<br>Expanded understanding of correlation of information from a variety of maps<br>Land and water forms and place-geography relative to areas studied |

**Chronology**

| AWARENESS (to be introduced and used in discussion) | DEVELOPMENT (to be taught systematically) |
|---|---|
| | Chronology |

# Appendix D

## A Taxomomy for Maps and Globes[40]
## (for Primary Grades)

*(Evanston Township Schools)*

1.00 **Knowledge**

1.10 *Knowledge of Specifics*

1.11 Knowledge of terminology

a. Is able to use the terms, map, globe, atlas, to show he has some understanding of the differences between them.

b. Is able to give a simple definition for continent, country, state and city.

c. Knows that ocean, sea, river and lake are bodies of water and has some concept of the difference between them.

1.12 Knowledge of Specific Facts

a. Understands that earth is a huge sphere or globe. For all practical purposes earth is round; therefore, the globe is round.

b. Knows that large bodies of land are called continents and are divided into countries.

c. Knows the continental United States is divided into states.

d. Knows that the equator is an imaginary line which seems to cut the earth into two equal parts. Each equal part is called a hemisphere.

1.20 *Knowledge of Ways and Means of Dealing with Specifics*

1.21 Knowledge of Conventions

a. Recognizes that a map is part of the globe transferred to a flat surface.

b. Knows that map
roads, churches,

c. Understands that
scale and it is a m

d. Recognizes that
and understands
east.

e. Understands that
symbols on a ma

f. Recognizes that
represent land; t
these colors are a

1.22 Knowledge of Tr

a. Is able to name c

b. Associates seaso
northern hemisp

c. Understands tha
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1.23 Knowledge of C

a. Realizes that the

b. Understands th
and is able to id

# Appendix D

## xomomy for Maps and Globes[40]
## (for Primary Grades)

*(Evanston Township Schools)*

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*Specifics*

transferred to a flat

b. Knows that maps use symbols to represent objects such as cities, roads, churches, parks, schools.

c. Understands that distance on maps and globes is represented by a scale and it is a means of measurement.

d. Recognizes that the globe represents the earth, which is very large, and understands that the earth rotates on its axis from west to east.

e. Understands that real objects can be represented by pictures or symbols on a map.

f. Recognizes that the brown areas on maps and globes generally represent land; the blue areas generally represent water, and that these colors are arbitrary.

1.22 Knowledge of Trends and Sequences.

a. Is able to name calendar months in sequence.

b. Associates seasons with particular months as they occur in the northern hemisphere.

c. Understands that in the early morning the sun is first seen in the east, is nearly overhead at noon and is last seen in the west during the late afternoon.

1.23 Knowledge of Classification and Category

a. Realizes that there are different maps for different purposes.

b. Understands that land forms have been divided into continents, and is able to identify the continent on which he lives.

c. Has learned that the five oceans are large bodies of salt water which cover 2/3 of the earth's surface.

d. Is able to use map symbols, color pictorial and semipictorial, and verbalize about them.

### 1.24 Knowledge of Criteria

a. Constructs map of route taken between home and school and orients himself correctly.

b. Is able to locate his desk and other familiar objects on a map of his classroom.

c. Has developed accurate ability to use terms north, south, east and west in telling a person to go from one place to another.

### 1.25 Knowledge of Methodology

a. Understands that real objects can be represented by pictures or symbols on a map.

b. Understands that when he locates any one direction (north, south, east or west), he can then locate the other directions.

c. Has developed ability to measure distances on a globe with string.

## 1.30 *Knowledge of the Universals and Abstractions in a Field*

### 1.31 Knowledge of Principles and Generalizations

a. Has realized that the same area can be represented by maps of different sizes and that the size is dependent upon the scale used.

b. Has observed that the earth and globe are similar in shape, and that, therefore, globes are more accurate representations of the earth than are maps.

c. Realizes every part of the map is symbolic and its effectiveness depends on his ability to understand the ideas behind the combination of symbols.

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nd the ideas behind the

d. Has come to a realization that direction is determined by the poles. To go north means to go toward the north pole.

e. Realizes that colors used on maps are arbitrary symbols.

1.32 Knowledge of Theories and Structures

a. Is aware that the earth revolves around the sun which accounts for change in seasons.

b. Is aware that the earth rotates on its axis which accounts for day and night.

c. Is aware that Earth is one of the planets and has its place in our solar system.

2.00 **Comprehension**

2.10 *Translation*

a. Has discovered in the use of the globe that north-south lines extend from pole to pole.

b. Has discovered that large scale maps and globes tend to be more accurate than small scale maps and globes.

c. Has demonstrated his ability to translate pictorial symbols on a map to verbal descriptions of them.

2.20 *Interpretation*

a. Rationalized that long distances on the ground are represented by short distances on a map.

b. Has the ability to interpret map symbols and visualize what they represent.

c. Has discovered that his map must be drawn to scale to be usable by someone not familiar with his neighborhood.

d. Has ability to interpret scale shown on the map.

2.30 *Extrapolation*

a. Has discovered that our globe is not sufficient for space travel; there must be maps of other areas than Earth.

b. Is able to draw a conclusion as to why Florida has more warm weather than Illinois.

c. Is able to verbalize and demonstrate why it is daylight on one part of the earth and night on the other.

d. Upon studying the scale of a map, is able to predict approximate distance between two points.

3.00 **Application**

a. Using a simplified map of his local community, he is able to locate his home neighborhood, home, park and school.

b. Can adequately explain the different needs for maps and globes when used in 1) transportation, 2) space exploration, 3) knowledge of the world, and 4) taking a vacation trip.

c. Demonstrates his ability to draw a simple map to scale.

4.00 **Analysis**

4.10 *Analysis of Elements*

a. Is able to recognize the relationship of location of country to the kind of life lived there.

b. Studies simplified maps of Evanston and makes such observations as: 1) urban shopping districts are generally located on main thoroughfares, 2) large shopping centers are located where there is ample free parking, and 3) schools are located in most instances in residential areas.

c. Studies map of his city and makes observations that cities tend to have a plan. Parks and schools are placed where they can best serve the community.

d. Studies map of his city and observes that police and fire stations are placed w
people; that i
transportatio
city.

4.20 *Analysis of Relat*

a. Has develope
long, near, fa

b. Is able to re
climate, wea

c. Is able to r
location of c

4.30 *Analysis of Orga*

a. Has conclud
the establish

b. Having bec
globes, he
limitations

c. Has recogni
parallels an
map.

are placed where they can be of greatest protection to the people; that industry is generally located near railroad tracks for transportation, and usually located in one centralized section of a city.

4.20 *Analysis of Relationships*

a. Has developed an accurate concept for use of such terms as short, long, near, far, nearby, far away, when discussing distances.

b. Is able to recognize the interrelationships among locations and climate, weather and terrain.

c. Is able to recognize the interrelationships that exist between location of cities and transportation routes.

4.30 *Analysis of Organizational Principles*

a. Has concluded that natural phenomena have been responsible for the establishment of many of our cities.

b. Having become acquainted with various types of maps and globes, he can see and describe some of the advantages and limitations of each.

c. Has recognized that directions on the map are indicated by the parallels and meridans regardless of the way they appear on the map.

# Appendix E

## Developmental Stages in the Physical Arrangement of an Elementary Classroom[41]

The methodology of teaching must change if we are to meet the needs of today's children for tomorrow's world. No longer will the traditional method of merely assigning lessons from textbooks for regurgitation suffice. The traditional form of instruction, in which all students are taught the same skill or concept at the same time, is being abandoned.

If 70 per cent of the students in our schools cannot function successfully in the print world, then teaching methods must change. If we change the strategies of teaching, we must have an educational environment in which today's children will learn successfully.

The floor plans that follow illustrate change in the physical room arrangement from the traditional classroom to a laboratory-of-learning type classroom where there is:

- Creativity and inquiry rather than conformity
- Purposeful activity and interaction instead of silence
- Flexible groupings, not rigid rows
- Multi-media rather than one textbook
- A teacher as a facilitator, not a teacher-presenter of information
- Teacher-pupil planning rather than
- A number of ideas, not just one co

By scheduling various learning stations a
learning can individually spread time i
schedule the learning centers on 20-minut
class period.

Probably the most difficult task in medi
involvement of students in the indepen
evaluation of what has been learned.

As an advocate of the ungraded school,
departmentalization of K–12, it is not
of students in independent study and ev
easy to implement. However, even with
the A-B-C-D grading system and the sel
assumes the responsibility of teachin
mediated classroom can be successful.
type of teaching and are encouraged wit

The following classroom layouts were d

# Appendix E

## nental Stages in the Physical Arrangement of an Elementary Classroom[41]

neet the needs of today's
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of information

- Teacher-pupil planning rather than teacher-direction
- A number of ideas, not just one correct answer

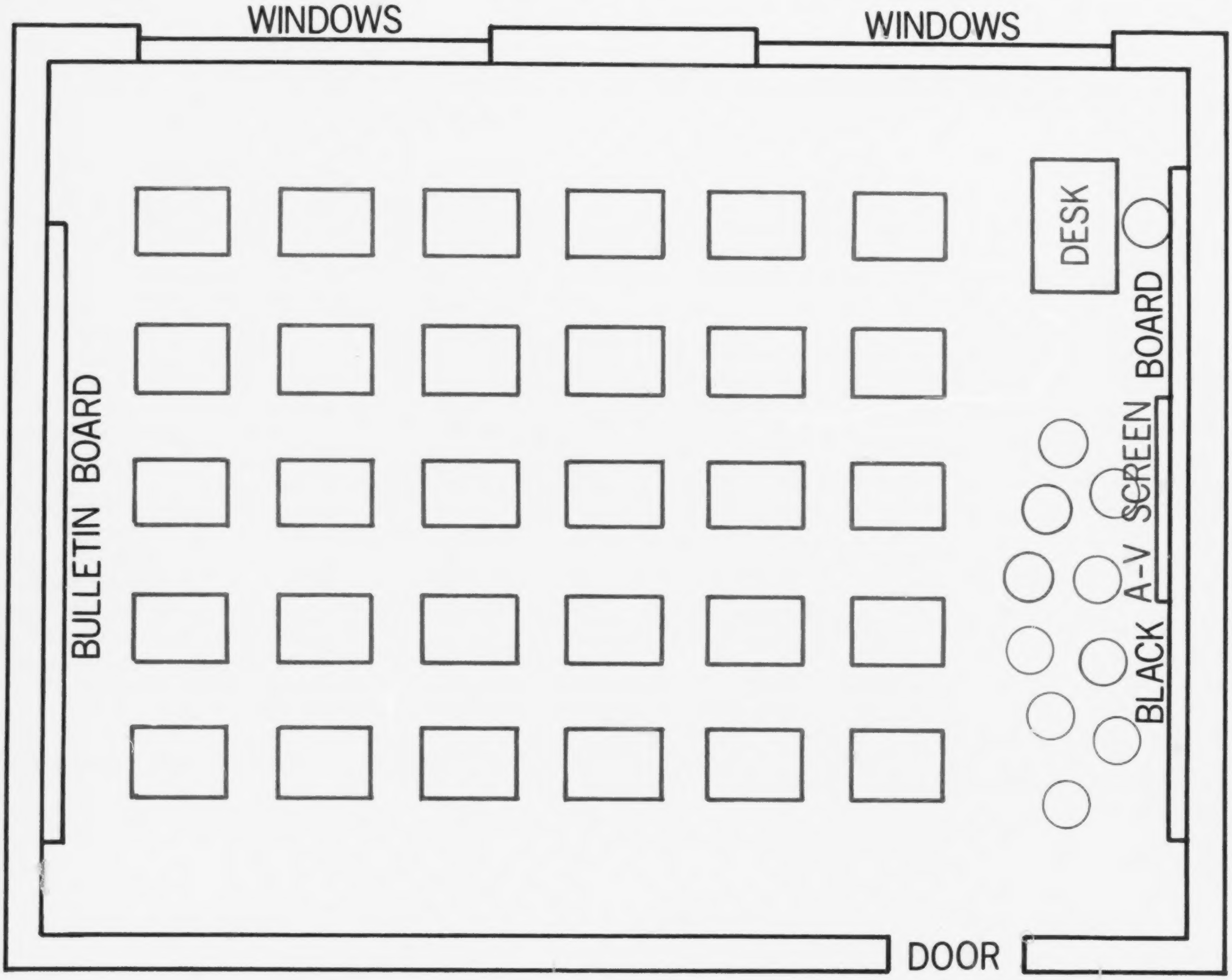
By scheduling various learning stations among the class members, the director of learning can individually spread time in a purposeful manner. Many teachers schedule the learning centers on 20-minute modules of time; others, the complete class period.

Probably the most difficult task in media-oriented classrooms of this type is the involvement of students in the independent study portion of the unit and the evaluation of what has been learned.

As an advocate of the ungraded school, the pass-fail method of evaluation, and departmentalization of K–12, it is not difficult to realize that the involvement of students in independent study and evaluation of things taught would be more easy to implement. However, even with the outmoded grade by grade structure, the A-B-C-D grading system and the self-continued classroom where one teacher assumes the responsibility of teaching 10 to 12 different disciplines, the mediated classroom can be successful. Teachers are beginning to implement this type of teaching and are encouraged with the results.

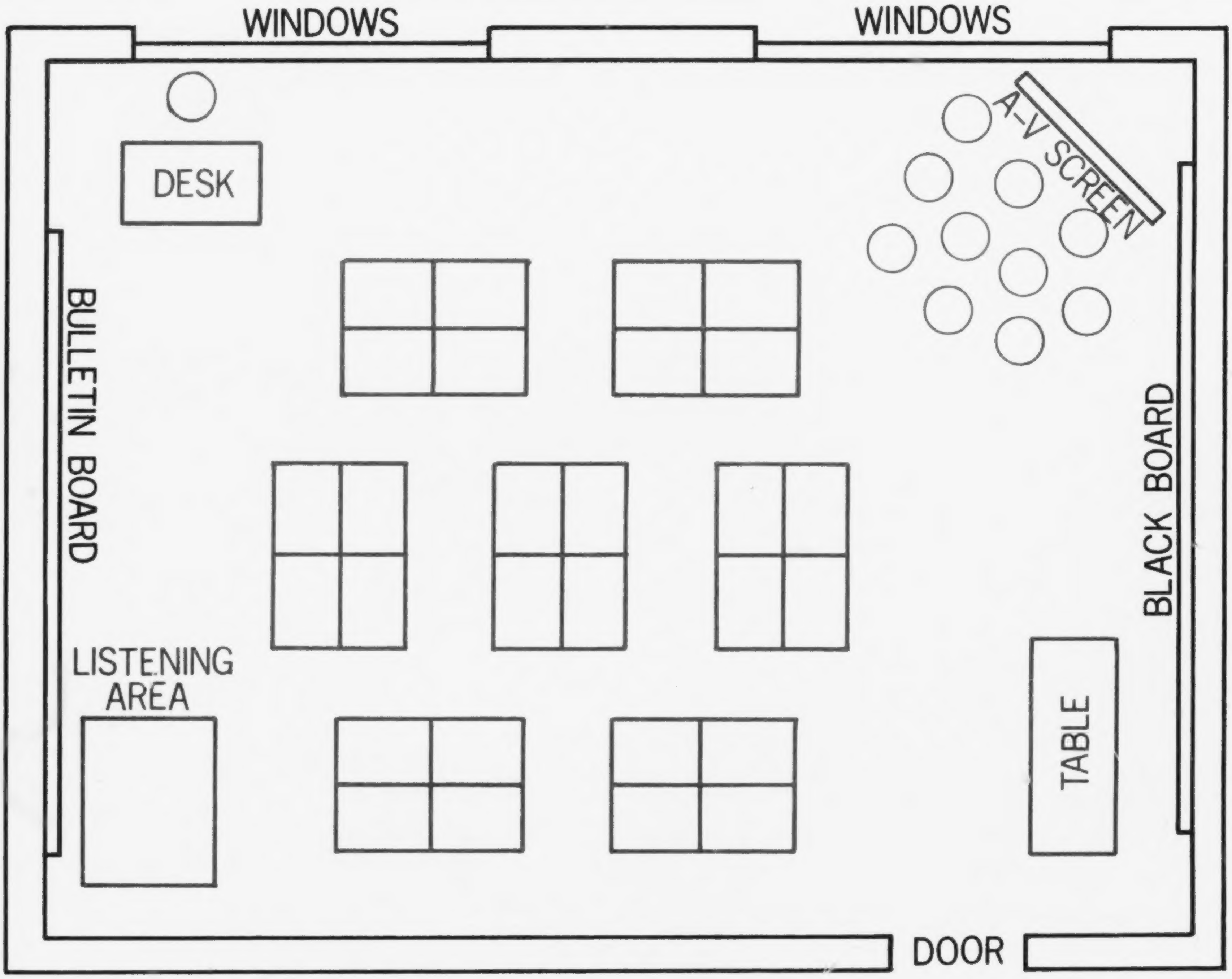
The following classroom layouts were developed by V.I. Arney:

PHYSICAL ARRANGEMENT OF OUR ELEMENTARY CLASSROOM - TYPE I


WINDOWS
WINDOWS
DESK
BULLETIN BOARD
BLACK BOARD
A-V SCREEN
DOOR

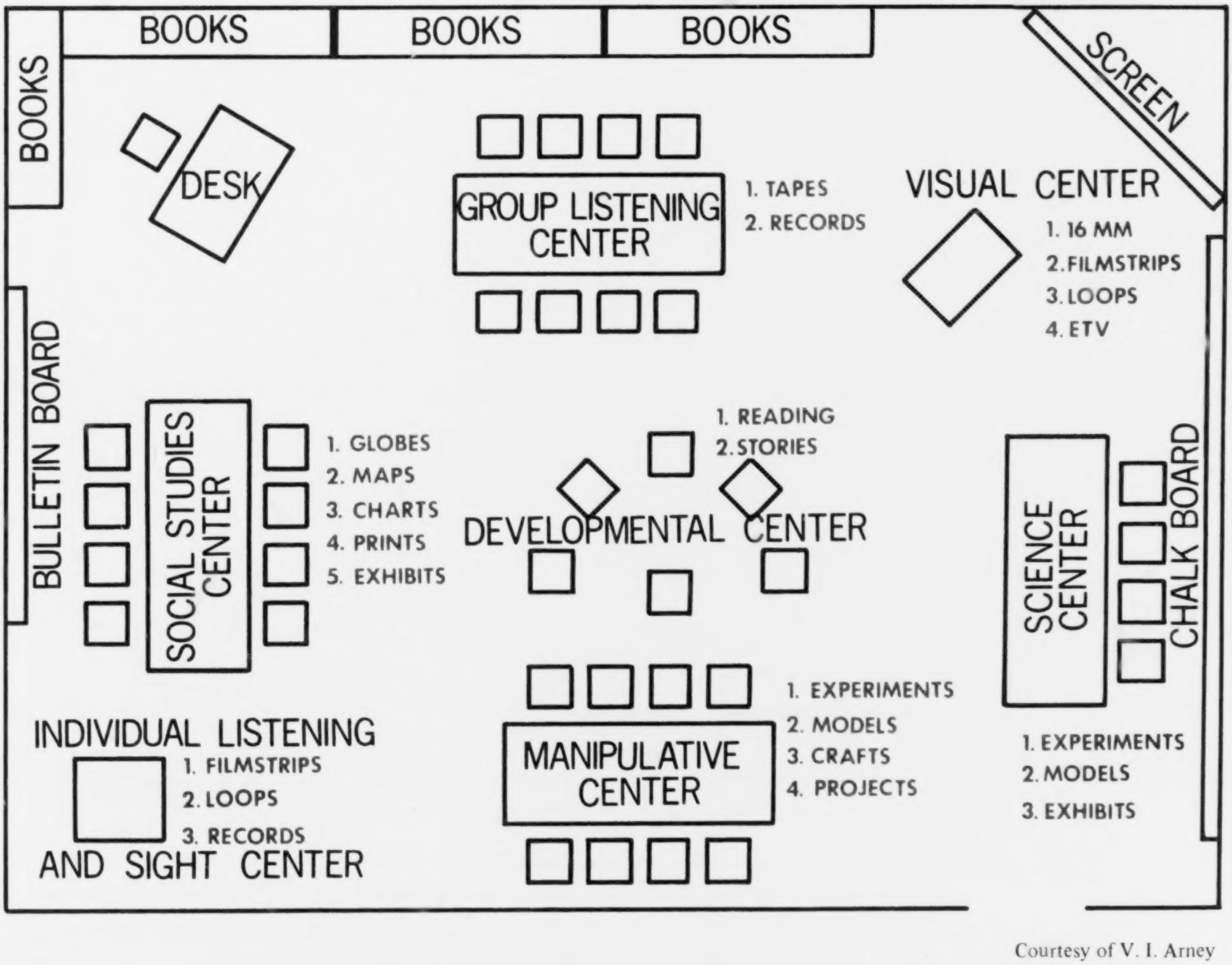
Courtesy of V. I. Arney

PHYSICAL ARRANGEMENT OF OUR ELEMENTARY CLASSROOM - TYPE II


WINDOWS
WINDOWS
DESK
A-V SCREEN
BULLETIN BOARD
BLACK BOARD
LISTENING AREA
TABLE
DOOR

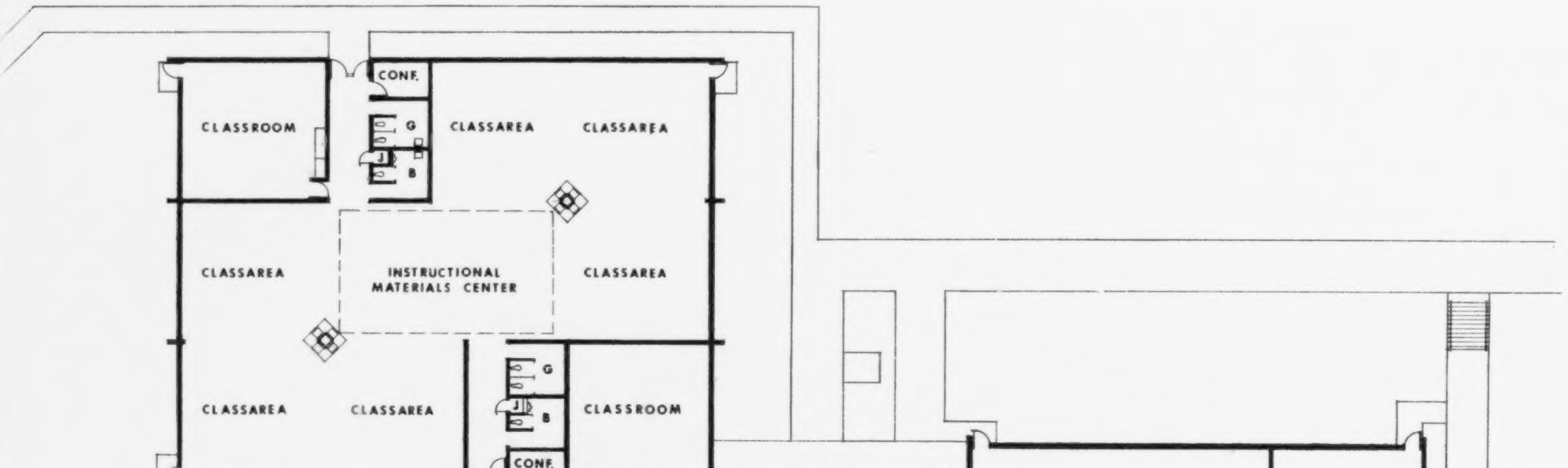
Courtesy of V. I. Arney

## “A ROOM WHERE THE TEACHER IS THE DIRECTOR OF LEARNING”


BOOKS
BOOKS
BOOKS
BOOKS
SCREEN
DESK
GROUP LISTENING CENTER
1. TAPES
2. RECORDS
VISUAL CENTER
1. 16 MM
2. FILMSTRIPS
3. LOOPS
4. ETV
BULLETIN BOARD
SOCIAL STUDIES CENTER
1. GLOBES
2. MAPS
3. CHARTS
4. PRINTS
5. EXHIBITS
1. READING
2. STORIES
DEVELOPMENTAL CENTER
SCIENCE CENTER
CHALK BOARD
INDIVIDUAL LISTENING AND SIGHT CENTER
1. FILMSTRIPS
2. LOOPS
3. RECORDS
MANIPULATIVE CENTER
1. EXPERIMENTS
2. MODELS
3. CRAFTS
4. PROJECTS
1. EXPERIMENTS
2. MODELS
3. EXHIBITS

Courtesy of V. I. Arney

## THE "OPEN-SPACE-CONCEPT" FACILITY


CONF.
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INSTRUCTIONAL MATERIALS CENTER
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COATS
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OFF.
COURT YARD
WORKROOM
WKRM.
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MULTI-PURPOSE ROOM
KINDERGARTEN
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MUSIC PRAC.
BOILER
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INSTRUCTIONAL MATERIALS CENTER
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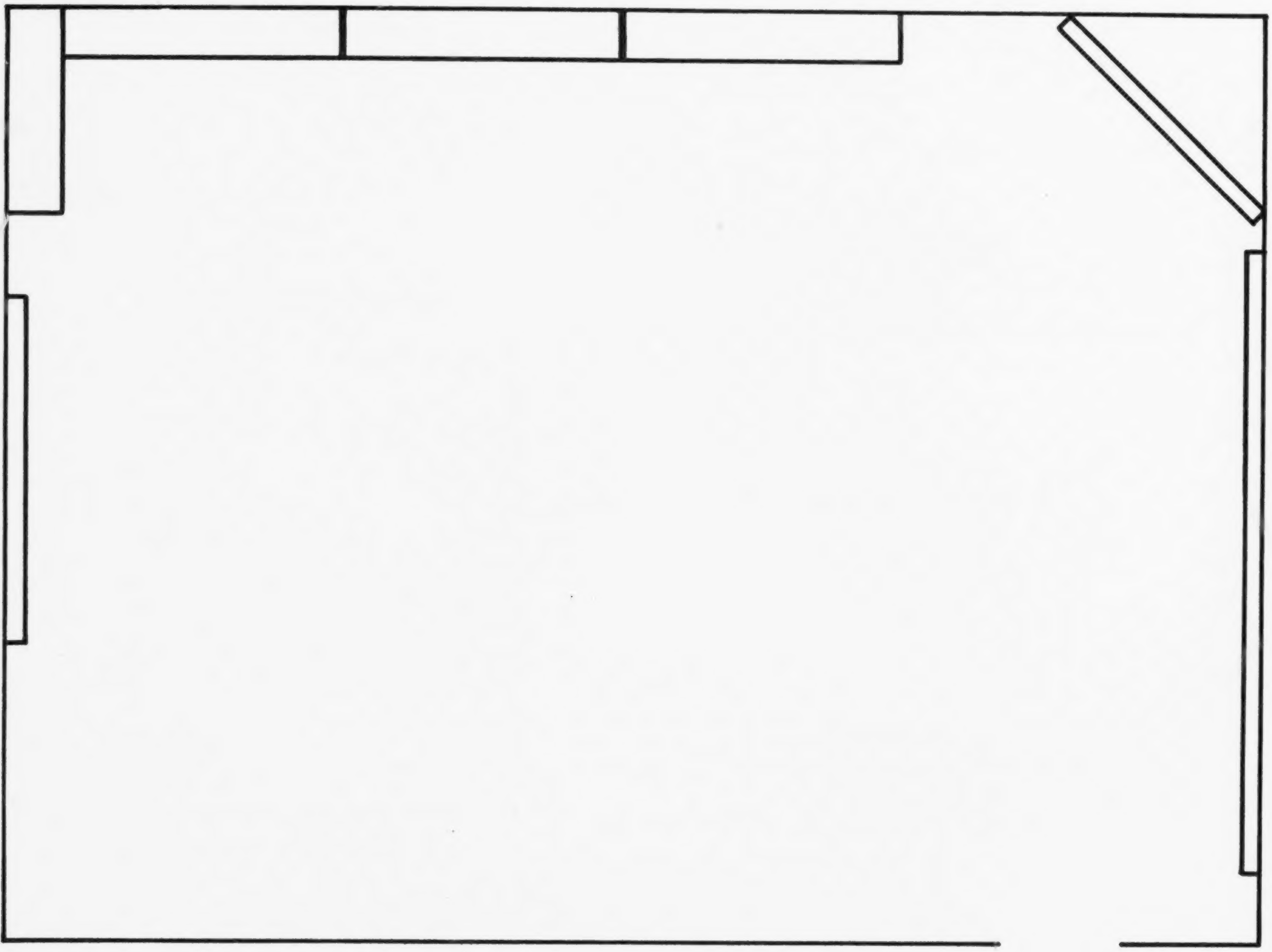
CLASSAREA

Courtesy of Urbandale Community Schools, (Rolling Green Elementary School) Urbandale, Iowa and Lindgren, Taylor Architects, Des Moines, Iowa.

## SKETCH A PLAN



# Appendix F

## TAYLOR'S TOTEM POLES

Dr. Calvin W. Taylor, professor of psychology at the University of Utah, has developed a rationale for the recognition and development of multiple talents in students. The approach is illustrated by the "totem poles," which represent how a typical group of students might be distributed across the various talents.

Research by Dr. Taylor and his associates in business, industry and government has demonstrated that the "world-of-work" needs people with certain specific talents -- academic, creative, planning, communicating, forecasting and decision-making talents. The problem is that our school system has developed means of recognizing and developing only the academic talent to any significant degree. A side effect of this narrow-gauge approach to education, Dr. Taylor demonstrates, is that it labels many students "failures" who are actually capable of excelling in one or more of the talent areas that have been identified and are measurable.

One of the most significant applications of Dr. Taylor's approach to talent-development has been the **IMPACT** program carried on in central Iowa since 1967 by the Polk County Schools System. Through a program of comprehensive professional development, educators are introduced to the Taylor approach and given practical insights into application of multiple-talent development in the classroom.[42]

## ILLUSTRATIVE LESSON IN FORECASTING

Forecasting talent is a person's ability to conceptualize hypothetical events by indicating an awareness of details and predicting how people might feel and act under given circumstances. Any prediction or evaluation of future events also calls upon forecasting talent.

Dr. Calvin Taylor's "multiple talent totem pole" stresses forecasting as a skill which needs to be nurtured in the educational process and as a skill that is important in the world of work. Taylor recognizes that many teachers elicit thinking processes from students that indicate forecasting talent. The question remains as to how many educators think of forecasting as a behavioral and teachable objective. Here i

W

*Objective:* To give studen
result in forecasting and
statement.

*Activity:* What would ha
1. What are some
2. How many of
3. Would any of
4. Which things
5. If these thin
place?

*Other Forecasting Activiti*
1. What do you
from the sea?
were no longe
2. How might yo
3. What are som
class feel com
a student from
4. How do incr
nation and wo

Note: This illustrative
Bella Vista Elem

# Appendix F

## TAYLOR'S TOTEM POLES

niversity of Utah, has
it of multiple talents in
." which represent how
various talents.

dustry and government
le with certain specific
ing, forecasting and
i system has developed
alent to any significant
education, Dr. Taylor
ho are actually capable
been identified and are

Taylor's approach to
ried on in central Iowa
hrough a program of
troduced to the Taylor
ion of multiple-talent

STING

hypothetical events by
eople might feel and act
n of future events also

ses forecasting as a skill
ss and as a skill that is
at many teachers elicit
ing talent. The question
ing as a behavioral and

teachable objective. Here is a sample Lesson Plan in forecasting.

### WHAT WOULD HAPPEN IF . . .

*Objective:* To give students experience in using those intellectual capacities that result in forecasting and to present a conclusion in terms of a predictive statement.

*Activity:* What would happen if Abraham Lincoln had not been born?

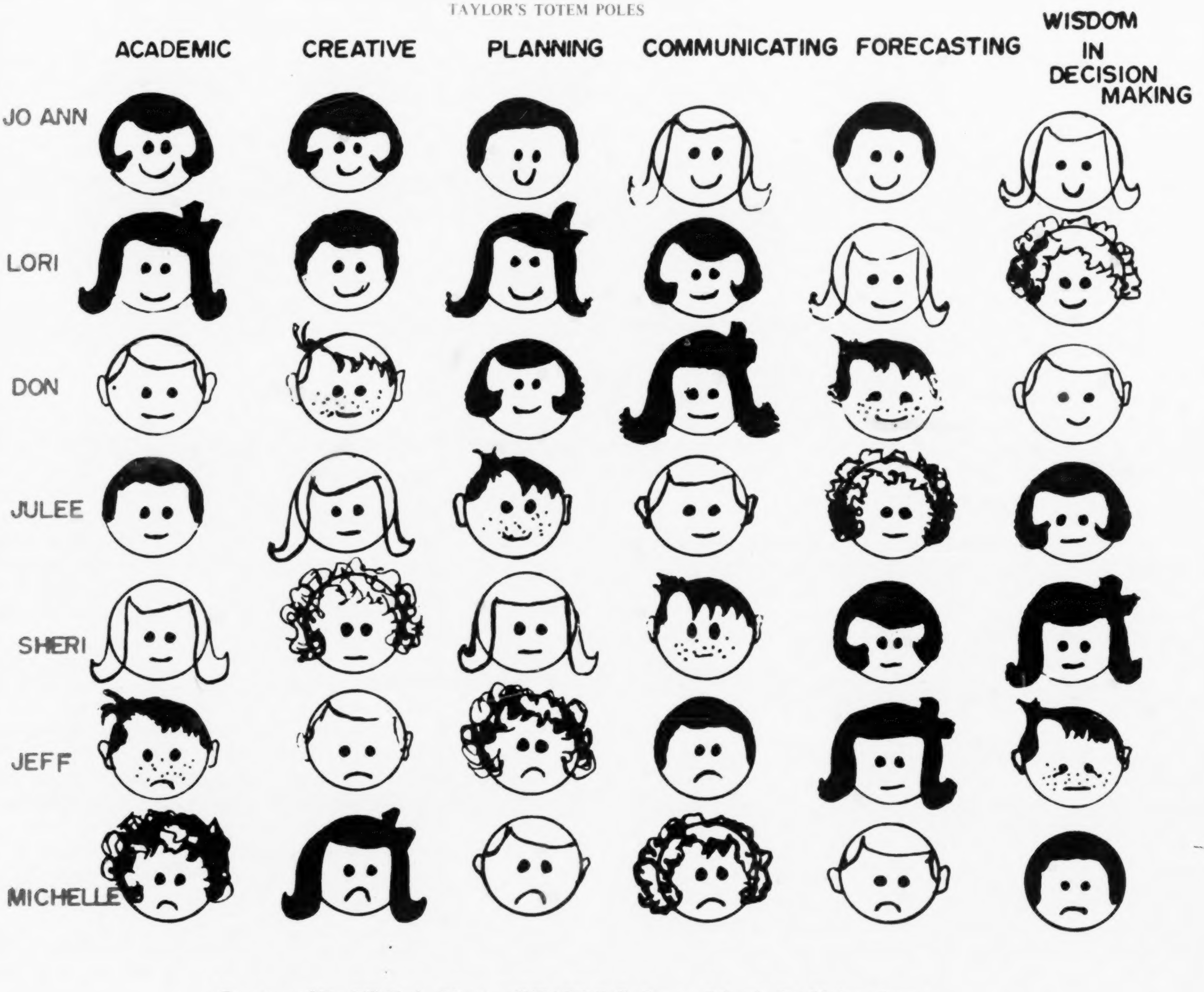
1. What are some of the important things that happened while he lived?
2. How many of these important events did he personally affect?
3. Would any of these things have happened if he had not lived?
4. Which things could not have happened had he not lived?
5. If these things could not have happened, what *would* have taken place?

*Other Forecasting Activities:*

1. What do you think would happen if man could no longer take food from the sea? Where might we find another food source? If sea food were no longer available, what world problems might emerge?
2. How might you feel if you were the only girl or boy in the class?
3. What are some things you can do to make a new student in your class feel comfortable, in your neighborhood? How could you make a student from a culture that differs from yours feel welcome?
4. How do increases in population affect your community, state, nation and world?

Note: This illustrative lesson in forecasting was developed by the staff of the Bella Vista Elementary School, Jordan School District, Sandy, Utah.

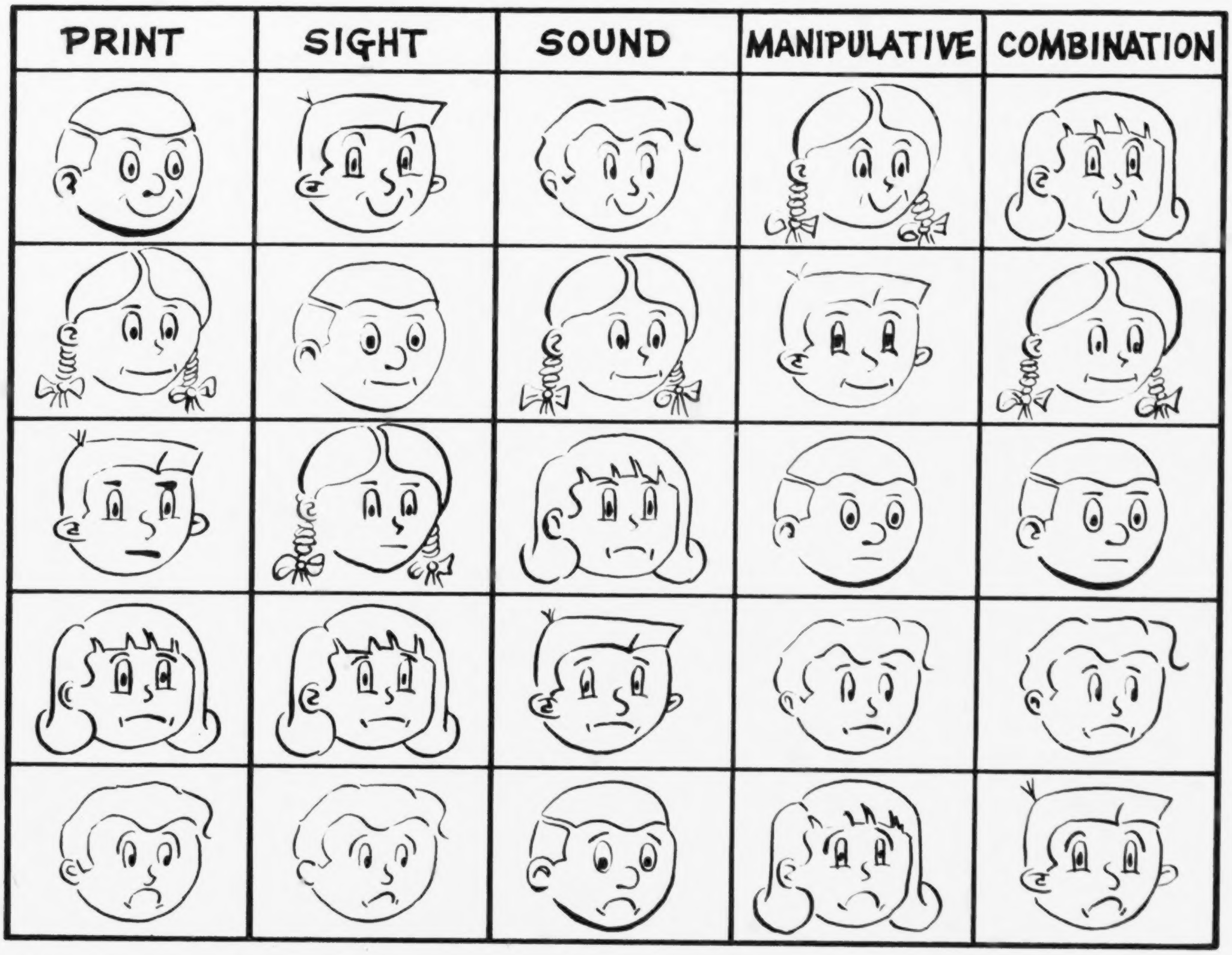
TAYLOR'S TOTEM POLES


ACADEMIC
CREATIVE
PLANNING
COMMUNICATING
FORECASTING
WISDOM IN DECISION MAKING
JO ANN
LORI
DON
JULEE
SHERI
JEFF
MICHELLE

Courtesy of Dr. Bill Clark, Director, IMPACT, Polk County Schools, Des Moines, Iowa.

## TYPES OF LEARNERS

THE FOUR WAYS IN WHICH STUDENTS LEARN


PRINT
SIGHT
SOUND
MANIPULATIVE
COMBINATION

Adapted by: V. I. Arney, Joint County School System, Cedar Rapids, Iowa

# TYPES OF LEARNERS

## The Four Ways In Which Students Learn

(Cont'd.)

All students can learn if we but know their learning styles. We know that educational authorities have told us time and again that less than half of our student population can succeed academically in the print world. This obviously leaves a great percentage of our students helpless unless we as educators begin to "total teach."

Everyone learns in one of four ways or the combinations of the four:

- Some can learn in the printed page way.
- Some through the sight.
- Some throug
- Others throu
- Some throug

Every unit, every
their day in the su

"Mediating" units
teachers who are
challenge and beg

styles. We know that
t less than half of our
t world. This obviously
e as educators begin to

of the four:

- Some through the sound way.
- Others through the manipulative way.
- Some through the combination of print, sight, sound and manipulation.

Every unit, every concept should be "mediated" so that all learners will have their day in the sun.

"Mediating" units (sight, sound, manipulation) is the name of the game and all teachers who are dedicated to teaching all of their students will accept the challenge and begin at once.[43]

# Appendix G

## A Model for a Preliminary Selectio
## Instructional Materials[44]

*Political Science Materials in the New Social Studies Curricula* was developed and prepared for use in the schools by curriculum supervisors and classroom teachers. It was designed to serve as a convenient guide to assist in the identification of particular instructional material available in a diverse array of curriculum packages. ***Although it is geared to the discipline of Political Science, it may also serve as a useful model for other disciplines.***

Usefulness was the main criteria considered in the selection of the subject matter. ***Descriptive Characteristics*** give nan indication of the availability, cost, and general format of each curriculum as well as suggest appropriate grade level and courses for which the material is suitable. The ***Rationale*** suggests the educational philosophy of the project director, while the ***Objectives*** briefly outline ways in which the project tries to accomplish its goals. Under ***Substontive Characteristics*** are included those concepts which many political scientists feel aid in achieving an understanding of the field. The included list of Issues is not exhaustive or final, but rather focuses on current problems which affect public policy.

Because the book is descriptive and analytic rather than evaluative, it will assist in preliminary identification of those materials with potential to suit specific needs. The final selection would necessitate the use of a second instrument such as the Curriculum Material Analysis System (CMAS) developed by Irving Morrissett and W. W. Stevens, Jr. (see pages 71 - 72)

DESCRIPTIVE CHARACTERISTICS

1. Project Identification
   a. Curriculum
   b. Specific Title

2. Director

3. Project Address

4. Publisher (n

5. Available fr
   a. Projec
   b. Publis

6. Grade Level
   History, Wo

7. Subject Are
   Geography,

8. Materials &

9. Format

10. Media Utiliz

OVERVIEW

ANTECEDENT

1. Student

2. Teacher

3. School

4. Communit

RATIONALE &

# Appendix G

## Model for a Preliminary Selection of Instructional Materials[44]

*ies Curricula* was developed
n supervisors and classroom
ient guide to assist in the
vailable in a diverse array of
*iscipline of Political Science,*
*nes.*

he selection of the subject
ation of the availability, cost,
uggest appropriate grade level
The *Rationale* suggests the
while the *Objectives* briefly
ccomplish its goals. Under
ncepts which many political
the field. The included list of
s on current problems which

n than evaluative, it will assist
ith potential to suit specific
e of a second instrument such
CMAS) developed by Irving
2)

4. Publisher (name and address)

5. Available from
   a. Project (date)
   b. Publisher (date)

6. Grade Level & Structure (Civics, American Government, American History, World Culture, World History, Problems of Democracy)

7. Subject Area (Anthropology, Economics, Geography, History, Political Science, Social Psychology, Sociology)

8. Materials & Cost

9. Format

10. Media Utilized

OVERVIEW

ANTECEDENT CONDITIONS

1. Student

2. Teacher

3. School

4. Community

RATIONALE & GENERAL OBJECTIVES

**SUBSTANTIVE CHARACTERISTICS** (Example of Subject Area – Political Science)

1. Traditional Area of Political Science Utilized
   a. Political Theory
   b. Public Law
   c. International Relations
   d. Comparative Governments
   e. American Political Behavior
      1. National
      2. Local

2. Concepts Presented (Political Science)
   a. Legitimacy, authority, power--their sources, distribution and use.
   b. Decision making and leadership
   c. Aspects of Citizenship--representation, participation, voting, political socialization, interest groups, political parties.
   d. Human Rights--freedom, equality, justice, natural rights, right of conscience, civic duty
   e. Social Change--theories of development, "modernization", stability
   f. Conflict-- violence, pressure, resolution, revolution
   g. Institutions and bureaucracy
   h. Sovereignty
   i. Law

3. Issues Identified (Other issues than the ones given below could be substituted)
   a. Civil Rights
   b. Violence & Right To Dissent
   c. Political
   d. Social S
   e. Quality
   f. Internat
   g. Drug Us

TEACHING STRA

1. Prominence o
exposition, st

2. Prominenc
*actions* -- text

3. Prominenc
*interactions* --

4. Prominence
playing, game

5. Prominence
-- readings, la
programmed

EVALUATIVE D

(reactions of tea

of Subject

distribution and

cipation, voting,
l parties.
ural rights, right

“modernization”,

ation

n below could be

c. Political Security
d. Social Security
e. Quality of Life--Pollution, overpopulation, poverty & welfare
f. International Peace & Law
g. Drug Use and Abuse

## TEACHING STRATEGIES AND ACTIVITIES

1. Prominence or proportion of *teacher-to-student actions* -- directions, exposition, stories, pictures, demonstrations, questions
2. Prominence or proportion of *resource-to-students actions* -- textbooks, films, filmstrips, records, tapes, transparencies
3. Prominence or proportion of *teacher-student interactions* -- discussion, question asking, case studies, seminars
4. Prominence or proportion of *student-student interactions* -- role playing, games, simulations, group discussion, debate
5. Prominence or proportion of *student-resource interactions* -- readings, laboratory, documents, independent study, film loops, programmed instruction, artifacts

## EVALUATIVE DATA

(reactions of teachers, students, observers, and analysts)

## INFORMATION CHECK LIST

| | |
|---|---|
| **PROJECT IDENTIFICATION** | |
| **CURRICULUM** | |
| **SPECIFIC TITLE** | |

### DESCRIPTIVE CHARACTERISTICS

| | |
|---|---|
| **PUBLISHER** | |
| **AVAILABLE FROM:** | |
| 1. Project | |
| 2. Publisher | |
| **GRADE LEVELS & STRUCTURE:** | |
| 1. K-3 | |
| 2. 4-6 | |
| 3. 7-8 e.g. Geog., Am. Hist. | |
| 4. 9 e.g. Civics | |
| 5. 10 e.g. World History | |
| 6. 11 e.g. Am. Gov. | |
| 7. 12 e.g. Soc. Studies Elec. | |
| **SUBJECT AREA:** e.g. Anth. Econ., Geog., Hist., Pol. Sci., Soc., Psych., Socio. | |
| **MATERIALS & COST** | |
| 1. Student Materials | |
| 2. Teacher Guide | |
| 3. A-V Kit | |
| 4. Tests | |
| **FORMAT:** | |
| 1. Curriculum | |
| 2. 1 yr. course | |
| 3. Semester | |
| 4. Units | |
| 5. Issues | |
| **MEDIA UTILIZED** | |
| 1. Student Materials | |
| 2. Case Studies | |
| 3. Readings | |
| 4. Maps | |

| | |
|---|---|
| 5. Charts | |
| 6. Films & filmstrips | |
| 7. Records | |
| 8. Tapes | |
| 9. Transparencies | |
| 10. Artifacts | |
| 11. Other | |

### SUBSTANTIVE CHARACTERISTICS

| | |
|---|---|
| **AREA OF POLITICAL SCIENCE** | |
| Political Theory | |
| Public Law | |
| International Relations | |
| Comparative Governments | |
| American Pol. Behav. | |
| National | |
| Local | |

**CONCEPTS**

| | |
|---|---|
| Legitimacy | |
| Authority | |
| Power | |
| Decision Making | |
| Leadership | |
| **Citizenship** | |
| Representation | |
| Participation | |
| Voting | |
| Socialization | |
| Interest Groups | |
| Parties | |
| | |
| **Human Rights** | |
| Freedom | |
| Equality | |
| Justice | |

## INFORMATION CHECK LIST

| | |
|---|---|
| 5. Charts | |
| 6. Films & filmstrips | |
| 7. Records | |
| 8. Tapes | |
| 9. Transparencies | |
| 10. Artifacts | |
| 11. Other | |

## SUBSTANTIVE CHARACTERISTICS

| AREA OF POLITICAL SCIENCE | |
|---|---|
| Political Theory | |
| Public Law | |
| International Relations | |
| Comparative Governments | |
| American Pol. Behav. | |
| National | |
| Local | |

### CONCEPTS

| | |
|---|---|
| Legitimacy | |
| Authority | |
| Power | |
| Decision Making | |
| Leadership | |
| **Citizenship** | |
| Representation | |
| Participation | |
| Voting | |
| Socialization | |
| Interest Groups | |
| Parties | |
| | |
| **Human Rights** | |
| Freedom | |
| Equality | |
| Justice | |

| | |
|---|---|
| Natural Rights | |
| Conscience | |
| Duty | |
| | |
| **Change** | |
| Development | |
| Modernization | |
| Stability | |
| | |
| **Conflict** | |
| Pressure | |
| Violence | |
| Resolution | |
| Revolution | |
| Institutions | |
| Bureaucracy | |
| Sovereignty | |
| Law | |

### ISSUES

| | |
|---|---|
| Civil Rights | |
| Violence | |
| Right to Dissent | |
| Political Security | |
| Social Security | |
| (Quality of Life): | |
| Pollution | |
| Over population | |
| Poverty & Welfare | |
| Inter. Peace & Law | |
| Drug Use and Abuse | |

## STRATEGIES EMPLOYED & EVALUATION INFORMATION

| STRATEGIES | |
|---|---|
| (Teacher-student Action) | |
| Direction | |

**STRATEGIES** (Cont'd.)

| | |
|---|---|
| Exposition | |
| Stories | |
| Pictures | |
| Demonstrations | |
| Questions | |
| (Resource-student Action) | |
| Texts | |
| Films | |
| Filmstrips | |
| Records | |
| Tapes | |
| Transparencies | |
| (Teacher-Std. Interaction) | |
| Discussion | |
| Questions | |
| Case Studies | |
| Seminars | |
| (Std.-Std. Interaction) | |
| Role Playing | |
| Games | |
| Simulations | |
| Group Discussions | |
| Debates | |
| (Std.-Resource Interaction) | |
| Readings | |
| Laboratory | |
| Documents | |
| Independent Study | |
| Film Loops | |
| Programmed Instruction | |
| Artifacts | |
| **EVALUATION** | |
| Field-tested | |
| **TYPES OF SCHOOLS** | |
| Urban | |
| Suburban | |
| Rural | |

| |
|---|
| **RESULTS** |
| Cognitive Attainment |
| Skill Attainment |
| Affective Attainment |
| **MATERIAL REVISED BASE** |
| **ON RESULTS** |

1.
2.
3.
4.
5.

*

| | |
|---|---|
| **RESULTS** | |
| Cognitive Attainment | |
| Skill Attainment | |
| Affective Attainment | |
| **MATERIAL REVISED BASED** | |
| **ON RESULTS** | |

1. Incidentally used
2. Considered but not of prime concern
3. Occasionally recurring theme *or* intensively studied for short periods
4. Continuously recurring theme
5. Dominant theme

* To be identified by an ordering of 1 to 5

# Appendix H

## The Instructional Materials Center[45]

The tremendous increase in knowledge, the changes
technology, and the changing curricular patterns, have
audiovisual practices at the elementary school le
interesting and making teaching more effective requir
through the use of many kinds of materials and tec
techniques has resulted in a demand for media cente
quantitative guidelines have been arranged in three p
both short and long-range goals to provide a learn
building. It is recommended that not more than thre
of the three phases.

# Materials Collection

| | Phase I | Phase II | P |
|---|---|---|---|
| **Books** | At least 6,000 volumes representing 6,000 titles or 10 books per pupil, whichever is greater | 8,000 volumes representing at least 6,000 titles, or 12 books per pupil, whichever is greater; duplicates as needed to support school curriculum and supply student interests | 10.0<br>leas<br>pup<br>dupl<br>sch<br>stud |
| **Magazines** | 15 - 24 titles | 25 - 39 titles | 40 - |
| **Newspapers** | 3 titles | 4 titles | 6 ti |
| | Vertical file materials (pamphlets, pictures, booklets, charts, clippings) in abundant supply . . . . . . . . . . . . . . . . . . . . . | | |
| **16mm Films** | Ready access to a minimum of 3,000 titles supplemented by duplicates and rentals . . . . . . . . . . . . . . . . . . . . . . . . . . . . | | |
| **Filmstrips** | 500 titles or 1 per pupil, whichever is greater | 750 titles, representing 1,000 prints or 2 prints per pupil, whichever is greater | 1,0<br>pri<br>wh |
| **Recordings**<br>(Discs & Tapes)<br>(Excluding electronic laboratory materials) | 1,000 titles or .2 per pupil, whichever is greater | 1,500 titles or 4 per pupil, whichever is greater; duplicates as needed to support school curriculum and supply student interests | 2,0<br>wh<br>ne<br>cur<br>int |

The tremendous increase in knowledge, the changes in learning theory, the advancement of technology, and the changing curricular patterns, have made reassessment of present library and audiovisual practices at the elementary school level imperative. Making learning more interesting and making teaching more effective requires flexibility which can be achieved only through the use of many kinds of materials and techniques. Effective use of materials and techniques has resulted in a demand for media centers at the elementary school level . . . The quantitative guidelines have been arranged in three phases to enable Iowa schools to develop both short and long-range goals to provide a learning center in every elementary school building. It is recommended that not more than three years should be allowed to achieve each of the three phases.

# llection

| hase I | Phase II | Phase III |
|---|---|---|
| t 6,000 volumes representing itles or 10 books per pupil, ver is greater | 8,000 volumes representing at least 6,000 titles, or 12 books per pupil, whichever is greater; duplicates as needed to support school curriculum and supply student interests | 10,000 volumes representing at least 8,000 titles or 15 books per pupil, whichever is greater; duplicates as needed to support school curriculum and supply student interests |
| titles | 25 - 39 titles | 40 - 50 |
| s | 4 titles | 6 titles |
| al file materials (pamphlets, pictures, booklets, charts, clip- in abundant supply . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . | | |
| access to a minimum of 3,000 titles supplemented by duplicates ntals . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . | | |
| tles or 1 per pupil, whichever ter | 750 titles, representing 1,000 prints or 2 prints per pupil, whichever is greater | 1,000 titles, representing 1,500 prints or 3 prints per pupil, whichever is greater |
| titles or .2 per pupil, ever is greater | 1,500 titles or 4 per pupil, whichever is greater; duplicates as needed to support school curriculum and supply student interests | 2,000 titles or 6 per pupil, whichever is greater; duplicates as needed to support school curriculum and supply student interests |

| | Phase I | Phase II | Phase III |
|---|---|---|---|
| **8mm film loops** (Single concept) | No specific recommendation | 250 titles | 500 titles, supplemented by duplicates |
| **Globes** | 1 per teaching station plus 2 for media center | Additional special globes as needed | Additional globes as needed |
| **Maps** | Sufficient quantity and variety to meet the needs of the curriculum; may be in various formats, such as transparencies, flat, and wall maps, and must be up to date; number of duplicates will be determined by the number of sections of a particular grade . . . . . . . . | | |
| **Transparencies and slides** | Sufficient quantity to meet the needs of the school curriculum . . . . . . . . | | |
| **Pictures** | Sufficient quantity and wide variety sturdily mounted to meet the needs of the school curriculum . . . . . . . . | | |
| **Study print sets** | 100 sets or 1 for every 5 pupils, whichever is greater; additional and duplicates as needed to satisfy classroom needs | 175 sets or 1 for every 3 pupils, whichever is greater; additional and duplicates as needed to satisfy classroom needs | 225 sets or 1 for every 2 pupils whichever is greater; additional and duplicates as needed to satisfy classroom needs |
| **Art prints** (Reproductions in color of art works) | 300 | 600 | 1,000 |
| **Replicas and art objects** | Sufficient quantity to meet the needs of the school curriculum . . . . . . . . | | |
| **Models, kits, realia, and dioramas** | Sufficient quantity to meet the needs of the school curriculum . . . . . . . . | | |
| **Programmed instruction** | No specific recommendations . . . . . . . . | | |

| | Phase I | Phase II | Phase III |
|---|---|---|---|
| **Microform** | No specific recommendations . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . | | |
| **Videotape** | No specific recommendations . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . | | |

# Equipment

| | | | |
|---|---|---|---|
| **16mm projectors** | 1 per 10 teaching stations or 1 per floor plus 1 in media center | 1 per 4 teaching stations plus 2 in media center | 1 per 2 teaching stations plus 5 in media center |
| **8mm projectors** | | | 1 per building |
| **8mm loop projectors,** (If materials are available) | 5 per center | 1 per 3 teaching stations plus 15 | 1 per teaching station plus 15 |
| **2x2 slide projectors,** remotely controlled | 1 per building | 1 per 5 teaching stations plus 2 | 1 per 3 teaching stations plus 5 |
| **Filmstrip or combination filmstrip-slide projectors** | 1 per 10 teaching stations plus 1 | 1 per 5 teaching stations plus 1 | 1 per teaching station plus 4 |
| **Sound filmstrip projectors** | Combine available filmstrip projector with record player or tape recorder | 1 per 10 teaching stations plus 1 | 1 per 5 teaching stations plus 2 |

| | Phase I | Phase II | Phase III |
|---|---|---|---|
| **10x10 overhead projectors** | 1 per 2 teaching stations plus 1 | 1 per teaching station plus 2 | 1 per teaching station plus 4 |
| **Opaque projectors** | 1 per floor | 1 per 25 teaching stations plus 1 per floor | 1 per 15 teaching stations |
| **Filmstrip viewers** | 1 per 2 teaching stations in media center | 1 per teaching station plus 1 per 2 teaching stations in media center | 3 per teaching station plus 1 per teaching station in media center |
| **2x2 slide viewers** | 1 in media center | 1 per 5 teaching stations plus 1 | 1 per 24 pupils plus 1 |
| **TV, minimum 23-inch screen** | 1 per floor on cart and classrooms equipped with antenna lead-in | 1 per teaching station where programs available | 1 per 24 pupils plus 1 |
| **Micro-projectors** | 1 per building | 1 per 20 teaching stations | 1 per 2 grade levels |
| **Record players** | 1 per teaching station (K–1), 1 per 2 teaching stations (2-3), 1 per grade level (4-6) plus stereo record player in media center | 1 per teaching station (K–3), 1 per grade level (4-6) plus stereo record player | 1 per teaching station (K–6) plus 5, and stereo record player |
| **Audio tape recorders** equipped for case with earphones | 1 per 7 teaching stations plus 1 | 1 per 2 teaching stations plus 2 | 1 per teaching station plus 10 |
| **Projection carts** | 1 per portable piece of equipment, purchased at the time the equipment is obtained, and equippped with power cord . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . | | |
| **Listening stations** | 1 per floor plus 1 | Portable listening station with 6-10 sets of earphones at a ratio of 1 per 3 teaching stations (suitable for use with record player or tape recorder) | Same as Phase II, but 1 per teaching station plus 1 |

|  | Phase I | Phase II | Phase III |
|---|---|---|---|
| **Closed circuit television** | All new construction and major modification of buildings should include provisions for installation at each teaching station and the media center . . . . . . . . . . . . . . . . . . . . . . . |  |  |
| **Projection screens** | 1 permanently mounted screen per classroom plus portable screens as needed – no smaller than 70x70 with keystone eliminator . . . . . . . . . . . . . . . . . . . . . . . . . . . |  |  |
| **Radio receivers** | 1 per media center | 1 per media center plus central distribution – AM-FM | 3 per media center plus central distribution – AM-FM |
| **Micro-recorders** | As materials become available | 1 per 10 teaching stations to be located in media center | 1 per 5 teaching stations to be located in media center |
| **Video tape recorders** | Accessible for experimentation | Available in school district | 1 per building |
| **Telelecture equipment** | Available within the school district . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . |  |  |
| **Copying machines** | 1 per center | 1 per 30 teaching stations plus 1 | 1 per 20 teaching stations plus 1 |
| **Duplicating machines** | 1 per center | 1 per 30 teaching stations plus 1 | 1 per 20 teaching stations plus 1 |

# Equipment Needed For Local Production

## Phase I

- Dry mount press
- Tacking iron
- Large paper cutter
- Thermal copier
- Simple slide camera (Ektagraphic)
- Spirit duplicator
- Primary typewriter
- Tape splicer
- Manual lettering kit
- Portable chalk/bulletin board
- Film splicer, 8mm and 16mm
- Work table
- Drawing board
- Transparency production kits
- Tools for repair
- Storage and check-out facilities

## Phase II

- Equipment in Phase I
- 35mm camera
- Close-up lens
- Copy stand
- Polaroid camera
- 35mm viewer box
- Mechanical lettering devices
- Film rewind
- Photocopy machine
- Slide file

## Phase III

- Equipment in Phases I and II
- 8mm camera
- Darkroom and equipment
- Mimeograph

# Appendix I

## Selected Professional Bibliograph
## For
## Elementary Social Studies

The references in this bibliography represent a minimal selection from the vast professional literature on elementary social studies. All materials published by the National Council for the Social Studies (N.C.S.S.) may be obtained by writing to the home office at 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

### Professional Books

Amidon, Edmund J. and John B. Nough. *Interaction Analysis: Theory, Research and Application.* Reading, Massachusetts: Addison-Wesley Publishing Company, 1967.

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Douglas, Malcolm P. *Social Studies: From Theory to Practice in Elementary Education.* Philadelphia: J. B. Lippincott Company, 1967.

Dunfee, Maxine and Helen Sagl. *Social Studies Through Problem Solving: A Challenge to Elementary School Teachers.* New York: Holt, Rinehart and Winston, Inc. 1966.

Gibson, John S. *Goals for Students, Means for Teachers: Volume 1.* New York: Citation Press, 1967.

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Goldmark, Bernice. *Social Studies: A Method of Inquiry.* Belmont. California: Wadsworth Publishing Company, 1968.

Gross, Richard E
*and How.* Scr

Jarolimek, Joh
edition. Lon
Limited, 196

Kenworthy, Le
Massachuset

Massialas, Byr
*Classroom:*
John Wiley

Massialas, Byro
New York:

Michaelis, John
*Trends and*
Jersey: Pre

Morrissett, Irvi
*Studies Cur*

Preston, Ralph
Third Editi

Shaver, James
*Social S*
Houghton-

Smith, Freder
*Curriculum*
Company,

# Appendix I

## ected Professional Bibliography
## For
## Elementary Social Studies

selection from
al studies. All
Social Studies
office at 1201

*nalysis: Theory,*
Addison-Wesley

, Massachusetts:

*on.* Cambridge,

*to Practice in*
ncott Company,

*hrough Problem*
*hers.* New York:

*hers: Volume I.*

*es -- Actions and*
967.

*nquiry.* Belmont.

Gross, Richard E. and others. *Teaching the Social Studies: What, Why and How.* Scranton, Pennsylvania: Intext, 1969.

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No. 16 "How To Use Multiple Books"
No. 22 "How To Develop Time and Chronological Concepts"

# Appendix J

## School Laws of Iowa Pertaining
## Social Studies Instruction[46]

257.25 *Educational standards.* In addition to the responsibilities of the state board of public instruction and the state superintendent of public instruction under other provisions of the Code, the state board of public instruction shall establish standards, regulations, and rules for the approval of all public, parochial, and private nursery, kindergarten, elementary, junior high, and high schools and all area vocational schools, area community colleges, and public community or junior colleges in Iowa. With respect to area or public community or junior colleges, such standards, regulations, and rules shall be established by the state board of public instruction and the state board of regents, acting jointly. Such approval standards, regulations, and rules shall prescribe and implement the minimum curriculum described below.

1. Nursery school activities shall be designed to help children use and manage their bodies, ***extend their interests and understanding of the world about them, work and play with others and to express themselves.***

2. Kindergarten program shall include experiences designed to develop emotional and ***social living***, protection and development of physical being, growth in expression, and language arts and communication readiness.

3. The following areas shall be taught in the elementary school, grades one through six: Language arts, including reading, handwriting, spelling, oral and written English, and literature; ***social studies, including geography, history of the United States and Iowa, cultures of other peoples and nations, and American citizenship, including the elementary study of national, state, and local government in the United States;*** mathematics; science, including conservation of natural resources; health and physical

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# Appendix J

## School Laws of Iowa Pertaining to Social Studies Instruction[46]

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education, including the effects of alcohol, narcotics, and poisons on the human body; music; art.

4. The following shall be taught in grades seven and eight as a minimum program: Science; mathematics; *social studies;* language arts which may include spelling, grammar, oral and written composition, and other communication subjects; reading; physical education; music; art.

5. School districts with organized and administered junior high schools not limited to grades seven and eight must include the aforementioned minimum program for grades seven and eight regardless of the organizational structure of the district.

6. A high school, grades nine through twelve, shall teach annually the following as a minimum program:

   a. . . . .
   b. Four units of the social studies. Instruction in American history, American government, and economics shall be included in said units but need not be required as full units.

280.3 *Common school studies.* Reading, writing, spelling, arithmetic, grammar, geography, physiology, United States history, history of Iowa, and the principles of American government shall be taught in all such schools.

280.4 *Display of United States flag.* The board of directors of each public school corporation and the authorities in charge of each private school shall provide and maintain a suitable flagstaff on each school site under its control, and a suitable United States flag therefor, which shall be raised on all school days when weather conditions are suitable.

280.6 *American citizenship.* Each public and private school located within the state shall be required to teach the subject of American citizenship in all grades.

280.7 *Constitution of United States and state.* In all public and private schools located within the state there shall be given regular courses of instruction in the constitution of the United States and in the constitution of the state of Iowa. Such instruction shall begin not later than the opening of the eighth grade, and shall continue in the high school course to an extent to be determined by the superintendent of public instruction.

280.8 *American history and civics.* Public and private high schools, academies, and other institutions ranking as secondary schools which maintain three-year or longer courses of instruction shall offer, and all students shall be required to take, a minimum of instruction in American history and civics of the state and nation to the extent of two semesters, and schools of this class which have four-year or longer courses shall offer in addition one semester in social problems and economics.

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THE 63RD GENERAL ASSEMBLY OF THE STATE OF IOWA ENACTED THE FOLLOWING, EFFECTIVE July 1, 1972:

Section 1. Section two hundred eighty point eight (280.8), Code 1966, is hereby repealed and the following enacted in lieu thereof:

"All schools offering instruction in grades nine through twelve shall offer and all students shall be required to take, a minimum of two semesters of American history which shall include the history and contributions of minority racial and ethnic groups, and one semester of the governments of Iowa and the United States, as part of the requirement for graduation. In addition, such schools shall offer, as an elective course, at least one semester in social problems or economics, or a combination thereof."

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